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ABSTRACT

Section one of this report on the status of teacher education in North Carolina summarizes recommendations of the Task Force on the Preparation of Teachers involving: (1) reform of teacher education programs; (2) quality assurance program improvement; (3) teacher certification and program approval; (4) continuing professional education/coordination; (5) incentives to attract teachers; (6) school-college partnerships; (7) revitalization of teacher education faculty; and (8) demands for teachers in North Carolina: 1986-1995. The second section presents an overview of teacher education in North Carolina from before 1877 to the present. The third section offers a description of the context and work of the Task Force, including the schedule and activities underaken, and education programs upon which the committees focused. In the fourth section, a detailed description is given of the observations and findings of the Task Force. The final section discusses the specific recommendations that emerged from the Task Force findings. Data upon which findings were based are presented in tables and figures. (JD)

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THE EDUCATION OF NORTH CAROLINA'S TEACHERS

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THE EDUCATION OF NORTH CAROLINA'S TEACHERS

A Report to the
1987 North Carolina
General Assembly

From the Task Force
on the Preparation
of Teachers

The Board
of Governors
of
The University
of North Carolina

November 14, 1986

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THE UNIVERSITY OF NORTH CAROLINA
Board of Governors

November 14, 1986

Mr. Philip G. Carson, Chairman
Board of Governors
The University of North Carolina
P.O. Box 2688
Chapel Hill, NC 27514

Dear Chairman Carson:

Your Task Force on the Preparation of Teachers, which you appointed in September, 1985, has completed its work and its report is submitted herewith.

I speak for the members when I thank you for the opportunity of serving The University and the State of North Carolina over the past year.

The work of the Task Force has been intense and diligent. Each member has given freely of time and effort. The review and recommendations are designed to improve the preparation of classroom teachers in our state and we pray you will commend the entire report to the Board of Governors for its endorsement and transmittal to the North Carolina General Assembly for approval and action.

Sincerely yours,

B. Irvin Boyle

B. Irvin Boyle, Chairman
Task Force on the Preparation of Teachers

BIB/cw

Attachment

cc: Chairman Pritchett
President Spangler
Superintendent Phillips
Members of the Board of Governors
Members of the State Board of Education

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THE UNIVERSITY OF NORTH CAROLINA
Board of Governors

November 15, 1986

The Honorable Robert B. Jordan, III
Lieutenant Governor
State of North Carolina
State Legislative Office Building
Raleigh, North Carolina 27611

The Honorable Liston B. Ramsey
Speaker of the House
North Carolina House of Representatives
State Legislative Office Building
Raleigh, North Carolina 27611

Dear Sirs:

It is my honor and pleasure to submit to you, in accordance with the statutes, the final report and recommendations of the Board of Governors Task Force on the Preparation of Teachers. The report has been reviewed and adopted by the Board of Governors at its November 14, 1986 meeting with only one dissent. It is commended to you for referral to the 1987 General Assembly.

On behalf of President Spangler and the Board of Governors, I strongly recommend that the General Assembly support the recommendations of this report and their full implementation.

Sincerely yours,

Philip G. Carson

Philip G. Carson, Chairman
Board of Governors

PGC/cw

Attachment

cc: Governor Martin
President Spangler
Superintendent Phillips

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TASK FORCE ON THE PREPARATION OF TEACHERS

TASK FORCE CHAIRMAN

Mr. B. Irvin Boyle is an attorney with the firm of Boyle, Alexander and Hord in Charlotte. A graduate of the School of Law at the University of North Carolina at Chapel Hill, Mr. Boyle was a member of the Board of Trustees of Appalachian State University. Since 1978, he has been a member of the Board of Governors of The University of North Carolina and is chairman of its Governance Committee. Mr. Boyle was Chairman of the Task Force.

TASK FORCE VICE CHAIRMAN

Dr. J. Earl Danieley is a graduate of Elon College. He earned an M.A. in Educational Administration and a Ph.D. in Organic Chemistry at the University of North Carolina at Chapel Hill. A former president of Elon College, Dr. Danieley is now Professor of Chemistry at Elon. He is a member of the UNC Board of Governors. Dr. Danieley was Vice Chairman of the Task Force.

TASK FORCE MEMBERS

Mr. Charles Z. Flack, Jr. is a realtor and insurance executive with the Charles Z. Flack Agency in Forest City. He graduated from the University of North Carolina at Chapel Hill with a B.S. in Business Administration. In addition to being a member of the UNC Board of Governors, Mr. Flack is a member of the Morehead Scholars Selection Committee.

Dr. Christopher C. Fordham III is Chancellor of the University of North Carolina at Chapel Hill. He also is a Professor of Social and Administrative Medicine at UNC-Chapel Hill. Some of his recent publications deal with health policy issues, and university/public school relationships. He was Dean of the Medical School at UNC-Chapel Hill and was a member of the Southern Regional Education Board Commission for Educational Quality.

Ms. Gladys Graves is the President-elect of the North Carolina Association of Educators. She has been a classroom teacher for 16 years in Caswell and Guilford Counties in grades 3 through 5. She is a resource teacher for the gifted. She received a B.A. in Education from Shaw University.

Dr. Cleveland Hammonds became the Superintendent of Durham City Schools in 1979. He was recognized by the *Durham Morning Herald* newspaper as "Man of the Year in Education - 1980." Dr. Hammonds earned the doctorate in Education at the University of Illinois-Urbana. He is President of the North Carolina Association of School Administrators.

Dr. Harold W. Heller is Professor and Dean of the College of Education and Allied Professions at the University of North Carolina at Charlotte. He is a well known scholar in the field of Special Education, and has extensive experience teaching severely mentally retarded children. Dean Heller was awarded a Presidential Citation for Exemplary Performance in 1977 for his work as Vice Chairman of a White House conference on handicapped individuals. He is a member of the Board of the National Council on the Accreditation of Teacher Education (NCATE).

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MS. CARY C. OWEN is a civic leader and businesswoman in Asheville, and a member of the State Board of Education. She has served in the past on the Buncombe County Board of Commissioners, the Buncombe County Board of Education, and the Board of Trustees of the University of North Carolina at Asheville. She is Past-President of the Board of the Mountain Area Health Education Center.

MS. JEAN OWEN is Principal of Oak Hill Elementary School in High Point and former Assistant Superintendent for Elementary Education in the Guilford County School System. She organized the first statewide conference for North Carolina Teacher Education Centers for the purpose of designing and implementing a network for sharing teacher education resources. A former K-6 teacher, Ms. Owen has extensive experience in staff development. She holds an M.Ed. degree and a C.A.S. in Education from UNC-Charlotte and is a candidate for the Ed.D. in School Administration at UNC-Greensboro.

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DR. DAVID H. REILLY is a Professor of Education and former Dean of the School of Education at the University of North Carolina at Greensboro. He is a noted scholar in the field of School Psychology. Over the past 14 years, he has worked extensively with the High Point, Eden, and Chapel Hill schools on a variety of issues. He is a member of the Advisory Council on Exceptional Children to the State Board of Education. During 1986-87, he is on a Fulbright Scholar leave in Cyprus.

DR. PREZELL R. ROBINSON is President of Saint Augustine's College. He also is a Professor of Sociology at Saint Augustine's. In addition to his doctorate in Sociology and Economics, he has been awarded honorary doctorates from six universities in the United States and West Africa, and has received numerous other recognitions for his extensive professional, civic, business, and religious activities. He is a member of the State Board of Education, the Board of the United Negro College Fund, and a recipient of the UNC Board of Governors University Award in 1981.

DR. PENELOPE S. SMITH has been a social studies teacher and Chair of the Social Studies Department at Asheboro Senior High School. She is currently principal of North Asheboro Middle School in the Asheboro City Schools. Her doctorate is in History, and she is a strong advocate of interdisciplinary studies. In 1981-82, she was Teacher of the Year in North Carolina.

DR. JOHN E. THOMAS is Chancellor of Appalachian State University. He holds degrees in Law, Business Administration, and Engineering. Prior to affiliating with higher education, Dr. Thomas served in various management positions with the National Aeronautics and Space Administration. Dr. Thomas was Chairman of the Programs Committee of the Task Force.

DR. CLEON F. THOMPSON, JR. is Chancellor of Winston-Salem State University. He formerly served as Vice President at Shaw University and as Vice President for Student Services and Special Programs of The University of North Carolina. He is a scholar in the field of Biology.

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SENATOR MARVIN WARD is a member of the North Carolina Senate, representing the 20th District (Forsyth). Currently, he chairs the Senate Appropriations Committee on Education. Senator Ward is a former school superintendent for Forsyth County.

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DR. EDWIN G. WILSON is Provost of Wake Forest University. He earned a B.A. summa cum laude at Wake Forest, and an A.M. and Ph.D. at Harvard University. In addition to his duties as Provost at WFU, Dr. Wilson continues to teach courses in 19th and 20th Century British Literature.

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Literally hundreds of individuals and dozens of organizations provided substantive advice and assistance to the work of the Task Force and the Task Force staff. It is difficult to identify any specific persons for fear of overlooking others. However, it is important to acknowledge the continued cooperation throughout the project of Dr. Howard Maniloff and Dr. Roger Schurrer of the staff of the State Department of Public Instruction; Dr. John Hough and Dr. Arnold K. King for their special help in developing the history of teacher education in North Carolina; Dr. Gary Barnes, Mr. Charles Bass and Mr. Don Ferguson for their excellent work in developing the Teacher Supply-Demand Study; and the many school and college teachers and administrators who gave so generously of their time and energy.

Special thanks go to the colleges and universities that provided such hospitable and supportive environments for Task Force and Committee meetings over the 14-month period of Task Force activity.

Finally, to the Chairman and members of the Board of Governors of The University of North Carolina, the Task Force extends its gratitude and thanks for the opportunity to be of service to The University and to the people of North Carolina whose abiding faith in the power of education has sustained our state for two centuries.

1. SUMMARY OF RECOMMENDATIONS

Recommendations

REFORM OF TEACHER EDUCATION PROGRAMS

The Task Force believes that the undergraduate or baccalaureate program is a valid concept for the professional preparation of teachers. However, greater emphasis must be placed in the teacher education curriculum on the arts, sciences and humanities. Stronger standards, conscientiously applied and not longer periods of study, offer the most promising solutions to our problems. Based on these propositions, the Task Force recommendations call for a significant strengthening of teacher preparation programs including the following specific actions:

- Strengthen teacher education program *admissions standards* by increasing score requirements on the National Teacher Examination to the 35th percentile and the general studies grade point average requirement to 2.5 on a 4.0 scale (C+).
- Strengthen the *academic studies* component of teacher preparation by requiring all undergraduate education majors to major also in a second basic academic discipline, such as mathematics, history, chemistry, psychology, English or a foreign language.
- Strengthen the *professional education* component of teacher preparation by requiring all undergraduate education majors to complete a common core curriculum to include learning theory and child development, the history and sociology of education, classroom behavior management and parent counseling, computer and technology applications in education, cultural diversity and the educational needs of exceptional children.
- Strengthen the *clinical teaching* component of teacher preparation by establishing paid summer teaching experiences and supervised clinical teaching internships in the first year or two of full-time professional teaching.

QUALITY ASSURANCE PROGRAM IMPROVEMENT

The Task Force remains firm in its belief that the Quality Assurance Program is a sound model upon which to build and strengthen teacher preparation programs. However, the current QAP needs refinement and improvement to streamline and reduce the complexity of current certification and program standards and procedures. Further, there needs to be a strengthening and reaffirmation of joint and collaborative efforts by the Board of Governors and the State Board of Education. Specific recommendations in this area include:

- Establish a *Joint Council* between the UNC Board of Governors and the State Board of Education to oversee the refinement and implementation of the Quality Assurance Program.
- Strengthen the capacity of institutions to implement the Quality Assurance Program by providing new resources for additional personnel required to meet new program standards and requirements.

TEACHER CERTIFICATION AND PROGRAM APPROVAL

The Task Force proposes significant revisions of the current procedures for teacher certification and program approval. Central to this proposal is a recommendation to establish a Professional Practices Commission to guide the licensing process and aid in the professionalization of teaching. Specific recommendations include:

- Establish a *Professional Practices Commission* under the State Board of Education to assume the responsibility for all licensing or certification of teachers. At least half the members must be teachers. The Commission would strengthen and simplify the licensing standards and process, eliminate "irregular" certification and would assist the State Board of Education with its program approval and school accreditation procedures.
- Strengthen and professionalize the teacher certification process by reorganizing and improving the procedures for administering the licensing examinations.
- Require all approved teacher education programs to achieve *national accreditation* by 1990 as a substitute for the current state-level program approval procedures.
- Require all approved teacher certification programs to maintain a pass rate on the examination required for initial certification at an average level of 70% or show cause why they should not be discontinued.
- Establish standards and procedures for approving and funding local public school systems to participate in teacher preparation with institutions of higher education.
- Complete the development of a statewide teacher performance evaluation system.

CONTINUING PROFESSIONAL EDUCATION/COORDINATION

The Task Force recognized a need for a comprehensive statewide continuing education program to be established to assure the continuing professional development of classroom teachers and school administrators. Recommendations include:

- Strengthen continuing education by initiating statewide in-service training programs (1) for "lateral entry" candidates, (2) for teachers to develop critical thinking skills in students, and (3) to expand opportunities for advanced graduate study.
- Design a new doctoral level program for school administrators and expand access to doctoral level studies for qualified students.

INCENTIVES TO ATTRACT TEACHERS

The Task Force agrees that a dramatic improvement in teachers' salaries is a central requirement to attract and retain good teachers in North Carolina. It believes that it is equally important to provide incentives to pursue a teaching career and that scholarships and special educational efforts must be made to attract first-rate students, including special emphasis on minorities. Recommendations include:

- Endorse a long-range plan for improved salaries, benefits and retirement programs for classroom teachers.
- Establish $3,500 merit scholarships for outstanding college students to pursue teacher education and a teaching career.
- Establish a program of advanced scholarships of $1,000 for summer school study for classroom teachers.
- Establish a program of paid semester or academic year study leaves for career teachers for study toward advanced degrees in an academic discipline or education specialty.
- Endorse the Teaching Fellows and the scholarship programs of the Public School Forum of North Carolina.
- Encourage the continued development of the North Carolina Center for the Advancement of Teaching.
- Expand the pool of minority candidates for teacher preparation programs by increasing minority enrollment in college preparatory courses in junior and senior high school programs.

SCHOOL-COLLEGE PARTNERSHIPS

The Task Force is committed to the notion that all teacher preparation programs should establish a strong operational relationship with the public schools. To accomplish this, it will be necessary to devise incentives to develop and support school-college partnerships and to provide policies to guide and foster these partnerships. Recommendations include:

- Establish comprehensive teacher education programs involving selected public schools and colleges or universities.
- Establish a program of competitive grants to develop effective procedures for including master teachers in the public schools on the faculties of teacher preparation programs.

REVITALIZATION OF TEACHER EDUCATION FACULTY

The Task Force believes that a sound and vital faculty is essential to effective teacher preparation programs. Faculty members responsible for the preparation of teachers must themselves be competent and committed teachers. Recommendations to strengthen and revitalize faculties include:

- Establish summer institutes for teacher preparation program faculty.
- Require all college "methods" faculty to be licensed in areas for which they are preparing prospective classroom teachers.
- Establish a program of school-based collaborative research projects for school and college faculty.
- Establish an organized program of public service to provide assistance to public schools by university specialists.
- Establish a Distinguished Scholars Fund to attract outstanding visiting scholars to teacher preparation program faculties.
- Initiate a program to attract promising young education faculty members to institutions in North Carolina.
- Establish a paid clinical faculty of master teachers from public schools as integral parts of teacher preparation programs.

THE DEMAND FOR TEACHERS IN NORTH CAROLINA: 1986-1995

North Carolina can expect a cumulative shortage of over 2,000 teachers between 1986-87 and 1990-91, and nearly 2,700 teachers between 1991-92 and 1995-96. Current trends would predict sharp declines in minority teachers, in certain specialty fields such as mathematics and science, and in rural areas. Anticipated shortages can be addressed by several means including implementation of reforms recommended in the Task Force report, reducing teacher turnover rates, increasing program productivity, identifying the reserve of teachers not now teaching, and improving the salaries and working conditions of classroom teachers.

Implementation and Cost

Implementation of the recommendations of the Task Force are scheduled over a six-year period beginning in 1987. The report recommends assignments for implementing each recommendation through (1) the Institutions, (2) the Board of Governors, or (3) the State Board of Education. It is not anticipated that any new legislation will be required to implement recommendations.

General estimates have been developed based on projected costs for institutions, Board of Governors, and State Board of Education actions. Estimated cost to initiate the programs in the first year is approximately $3.4 million with costs increasing annually to a level of approximately $12.5 million by the sixth year of operations.

Gladys Graves
Task Force Member

2. INTRODUCTION

Teacher Education in North Carolina

North Carolina has been in the teacher education business for more than 100 years. This period has been one of spectacular growth—from a six-week summer program with six instructors to being the major discipline division in a 16-campus state university system. Along the way, many changes have occurred to meet evolving needs and circumstances across the State. Even now, we are in the midst of significant reform. Before this evolution is described, a snapshot will be provided of relevant circumstances in the State before teacher education officially began.

BEFORE TEACHER EDUCATION: PRE-1877

The North Carolina State Constitution of 1776 stipulated that "all useful knowledge shall be duly encouraged and promoted in one or more Universities." The University provided for in that Constitution was opened in Chapel Hill in 1795, the first state university not only in the State but also in the nation. Many of its alumni became teachers in the numerous private academies that sprang up over the state before 1860; however, there was no teacher education program offered in the University until 1877. Nor was there a demand for one.

During this period, the Legislature required the Board of County Superintendents to appoint examining committees for teachers and made a certificate necessary for employment. Beginning in 1854, the basis for the certification of teachers was the examination. Candidates who had a third- grade education could pass, and they acquired their preparation wherever they could study, including self-study, common schools, academies, teachers' institutes, private colleges, and the University.

During the long period of certifying teachers by examination only, there was little stimulation for professional improvement. Teaching in most instances was a part-time job, lasting for three or four months each year, and the pay was low, ranging from $15 to $30 a month. Women entered teaching in considerable numbers; however, men who were in many instances ill-suited for teaching and looking for more permanent and remunerative employment still were in the majority.

Schools in the Southern states sank to a very low ebb following 1865.

The general poverty of the area, complicated by a segregated school system, made it difficult to support either schools for children or training for teachers.

A CENTURY OF TEACHER EDUCATION

THE FIRST 50 YEARS—1877-1927

As the State and country began to recover from the Civil War, the need for well qualified teachers became apparent. In line with the Morrill Act of 1862, the 1868 North Carolina Constitution directed the Legislature to "establish and maintain in connection with the University, a department [of] . . . normal instruction." Thus, teacher education in North Carolina began in 1877 with the establishment of two normal schools—one at the University at Chapel Hill to train young men of the white race to become teachers in the common schools, and another at the Howard School (now known as Fayetteville State University) to prepare black students for county teachers' examinations. At first, teacher education was a six-week "summer normal" program. The first program in Chapel Hill, for example, had six instructors and 235 students, half of whom were women who were permitted to attend classes but not to receive any public funds.

Concurrently, the Legislature authorized the first special school tax districts for towns and cities in 1877. High schools gradually evolved in such districts; they were exempt from the county examination system and permitted to choose their own teachers. With their higher salaries and longer terms, they tended to attract teachers who had attended the University or one of the private colleges.

Soon the demand for teachers became great, and in 1888 the Legislature passed a statute authorizing county institutes for both races to be held in each county under the supervision of the State Board of Education. Under the inspired leadership of Edwin A. Alderman and Charles D. McIver, who later achieved prominence as college presidents, 135 institutes were held during the first 15 months, with around 6,000 teachers and 50,000 other persons attending. These institutes became educational revivals in many communities across the state and stimulated the founding of normal schools. The county institutes gradually became less important as more normal schools and summer schools were established.

In the three decades that followed, teacher education was added to the curriculum of the two newly-established land grant colleges, and eight new normal schools were established in North Carolina. Of the land grant colleges, one was established in 1889, now known as North Carolina State University in Raleigh, and the other in 1891, now known as North Carolina Agricultural and Technical State University in Greensboro. Under the leadership of Charles D. McIver, a normal school for women was also established in Greensboro in 1891. Now known as UNC-Greensboro, it was a special recognition of the position women had attained in the teaching field. The other seven new state normal schools established during this period are known today as Pembroke State University (1887), Western Carolina University (1889), Elizabeth City State University (1891), Winston-Salem State University (1892), Appalachian State University (1899), East Carolina University (1907), and North Carolina Central University (1910). Some of these started as elementary schools and were many years developing into four-year institutions. Others passed more rapidly through the normal school stage to become multipurpose, degree-granting institutions.

The first teacher education program in a four-year liberal arts institution in North Carolina was established by the University at Chapel Hill in 1885 when it received funds from the State for a "thoroughly equipped course of normal instruction" during the regular academic year which was to include both "theoretical instruction and practical teaching." A Professor of the Science and Art of Teaching was employed, and under his direction the School of Normal Instruction launched both a two-year certificate program and a post-baccalaureate program leading to a second degree to be designated as the Bachelor of Pedagogics.

In 1893, both undergraduate and graduate programs were established, and in 1896, the first Master of Arts degree in education was awarded. The University helped organize the Southern Association of Colleges and Schools in 1895 which has had, through its accreditation activities, a dominant influence ever since on the development of higher education in the state and region.

After 50 years, teacher education was beginning to emerge from its normal school background and take its place as one of the programs leading to a bachelor's degree in senior colleges. The foundation for graduate study in education had also been laid in Chapel Hill.

THE LAST 50 YEARS—1920S TO TODAY

During the last 50 years, the University has evolved from a number of separate campuses scattered across the state into a multicampus university system. Of the 16 constituent institutions, 15 have teacher education programs. In addition to the 10 institutions named above which began as normal schools for the education of teachers and the two institutions which began as land grant colleges, the other three institutions with teacher education programs had previous backgrounds as community colleges. They are now known as UNC-Charlotte, which awarded its first bachelor's degree in 1964, UNC-Wilmington (1965), and UNC-Asheville (1966).

Many factors have influenced teacher education during these last 50 years. The demand for teachers in North Carolina has expanded so rapidly that, with the exception of a brief period in the 1930s and again in the latter part of the 1970s, the scarcity of qualified personnel has constituted a continuous emergency. The demand was stimulated as the school year increased from four to nine months and the number of years increased to include the kindergarten and a twelfth year.

Support for schools has also undergone significant change since the beginning of the century. State and federal support together now far exceed local support. Teachers are paid on the basis of training and experience and in accordance with a salary schedule that no longer discriminates between elementary and secondary teachers or on the basis of race or sex.

Institutions have come under increasing pressure from regional and national accrediting bodies. Pressure from the Southern Association of Colleges and Schools, for example, hastened the transformation of former teachers' colleges into comprehensive universities. Furthermore, accreditation introduced a standardizing influence that in the beginning had an upgrading effect but later may have been an impediment to innovation.

Pressure has also been felt from state certification regulations. The practice of issuing certificates by examination only persisted until 1921 when the Legislature gave the State Board of Education authority over the certification of all school personnel. Gradually, the certification of school personnel shifted from the examination to credentials representing credits earned in a college. Certification requirements have caused institutions to abandon normal school programs, to become degree-granting institutions, to seek accreditation by the Southern Association of

C. D. Spangler, Jr.
President, The University of North Carolina

Colleges and Schools, to add new courses, and to offer graduate degrees. Representatives of the State Board of Education and of the University Board of Governors have worked together on periodic revisions of certification requirements with the objective of upgrading school personnel. Each time the state has expanded its certification role, colleges and universities have responded with a program to meet the need.

Internal pressures from faculties have also been felt by teacher education programs as a dichotomy developed between the education faculty who were responsible for professional content versus the liberal arts faculty who were responsible for subject matter content. Each group sought to control the curriculum, and this fragmented approach became the subject of widespread criticism. After considerable experimentation, recent innovations have stimulated cooperation and brought the faculties in education and the subject matter fields closer together.

The movement toward desegregation of the universities has been another significant influence in the 20th century. After the Gaines decision in 1937, the state moved cautiously to implement the "separate but equal" doctrine. This brought about some qualitative improvement in teacher education, and it also resulted in the introduction of graduate study at two black institutions.

The desegregation of the public schools began in 1957. It was not until the mid-60s, however, that widespread desegregation ensued. The desegregation of higher education was accelerated following the restructuring of The University in 1972. Since 1969, special funds for the improvement of salaries, services, and facilities in the traditionally black institutions have been available, and there has been a firm commitment on the part of the Board of Governors to effect the general improvement of these institutions.

During the period 1975-85, significant gains were made in the organization and strengthening of teacher education programs throughout the University. Successive waves of expansion and improvement in the public schools, including a statewide kindergarten program, emphases on reading education, the education of the handicapped, and vocational education resulted in rapid expansion of teacher education programs. Comprehensive evaluation activities ensued as issues of quality and access arose and as the teacher oversupply situation changed to a teacher shortage condition, particularly in mathematics and science education. Significant steps were taken by the Board of Governors in 1978 and again in 1983 to strengthen teacher education in The University, to increase collaboration with the public schools, and to improve teaching in the public schools.

By 1985, 72 percent of all undergraduate education degrees in North Carolina were conferred by constituent institutions of The University of North Carolina, and 92 percent of master's degrees in education. This productivity represents over 12 percent of all undergraduate degrees and nearly 40 percent of all master's degrees conferred in The University in that year. More information on education enrollment and degrees conferred will be offered in later sections of this report.

INDEPENDENT COLLEGES AND UNIVERSITIES

There are 31 independent 4-year colleges and universities in North Carolina, and 29 of these are approved to offer teacher education programs. The number of approved programs varies from two in one small college to as many as nineteen in one of the universities.

Founding of the 29 institutions varied from the early 1800s to the 1960s; and teacher education was a primary function particularly in those institutions that were established for women. The interest among private institutions in North Carolina in teacher education is evident in this quote from Edgar W. Knight's *Education in the United States*:

> Probably the first attempt to train teachers in the United States was privately made by Samuel McCorkle, a graduate of Princeton of the class of 1772, near

Salisbury, North Carolina, in 1785. His academy, known as Zion Parnassus, which maintained a high order of scholarship and had an extensive influence, was well known for its teacher-training department from its founding to 1811.

The first normal school in the South was started by Braxton Craven, a minister, according to Edwin M. Highsmith in the *Meredith College Quarterly Bulletin*. Craven became principal of Union Institute Academy in 1842, and by 1848 he was beginning to advocate a plan of teacher training. By 1850 he had published his plan under the title "Theory of the Common Schools." Through his efforts, in the same year the "Normal College" was chartered and established on the original foundation of Union Institute Academy.

Craven said in 1854 that the students were taught both what and how to teach, the manner of conducting a school, the proper principles of school management, and everything that will make them better teachers. Each candidate for a certificate did practice teaching in a model school under the inspection of Craven. In 1859 Union changed the name to Trinity College and then later to Duke University. Samuel McCorkle and Braxton Craven were pioneers in teacher education. Their dedication to this task is evidence of the commitment of private higher education to this important responsibility. The change from normal schools to teachers' colleges to multipurpose institutions did not take place in most private higher education institutions, but the interest and concern for producing outstanding elementary and secondary teachers has been a major purpose of most of these institutions as illustrated by the 29 that are approved for teacher education in North Carolina at the present time.

John Henley
President, North Carolina Association of Independent Colleges and Universities

For most of the 20th century, many of the public school teachers in North Carolina were produced by independent colleges. Rising costs of higher education and inflation have reduced the number of students in these institutions and thus reduced the number of teachers that receive their education from private colleges and universities. However, this group continues to be very important in a time of predicted teacher shortages.

SUMMARY

We are now entering the second century of teacher education in North Carolina. During the first half century, teacher education motivated the founding of 10 new public institutions, and was an important activity in two others. Teacher education in the private colleges began with the founding of a normal college in what we now know as Duke University.

The last 50 years have witnessed, during most of the period, rapid expansion of teacher education institutions and of graduate study to meet the needs of the burgeoning public schools for teachers and other personnel. Institution-wide enrollment in the 15 public institutions with teacher education programs during this period has more than quintupled—from about 23,000 to more than 120,000 students today. The number of private institutions offering teacher education programs has increased to 29. As the institutions have grown in size, they have also developed a greater differentiation of functions. Twelve of the public universities and seven of the private institutions now offer master's degrees in education and in some instances, a sixth-year program beyond that degree. Three public universities, including two which are major research institutions, offer doctoral programs in education. It is possible for a student to find in one or more of these institutions programs of studies to prepare them for any of the great variety of certificates issued by the North Carolina State Department of Public Instruction and for positions in technical institutes, community colleges, colleges and universities, and an increasing number of teacher education-related activities.

There is evidence that the era of rapid expansion to meet emergency demands for teachers and other educational personnel has undermined many of the programs. We have now entered an era in which we must devote more attention and effort to the qualitative improvement of teacher education. Assuring and enhancing quality in teacher education has been the subject of a flurry of recent reviews, reports, and recommendations on the national, regional, and state level. It is also the objective of the Task Force and the focus of its recommendations and plan for action.

Teacher Education Reviews in North Carolina

In a letter to North Carolina State Superintendent J. Y. Joyner, dated July 20, 1915, Dr. S. P. Capen, a higher education specialist in the U.S. Bureau of Education, commented on the matter of quality and institutional commitment among colleges in North Carolina as follows: "If the bachelor's degree is to have any value, institutions which grant it for less than the generally accepted amount of work and attainment should be induced to forego the custom." Since Capen's letter constituted the first review of colleges in North Carolina which at the time produced the State's teachers, it should be construed as the first formal review of teacher education programs in the State and one which set the pattern for regular and periodic reforms from then on.

As early as 1938, the *Governor's Commission on Education* in North Carolina, appointed by Governor Hoey, after a review of the public schools issues, recommended "that the profession itself assume more responsibility for working out and for promoting any improvement in education." The report asserted that "the members of the profession should see to it that adequate and appropriate barriers are put up to prevent the inefficient individual from entering the profession." Thus, the concepts of a professional practices board and of the need for increasing the prestige of teaching and the profession are not new in North Carolina. The report of the Commission called for a revision in certification programs to require a period of probation prior to continuing certification and to establish a "Master Certificate" to be awarded for "meritorious service." The Commission also recommended that for the next year, 1939-40, all teachers holding the "highest certificates" be increased in salary by $5.00 to $128.75 per month and that an additional $5.00 increment be added in 1940-41.

In September 1948, a comprehensive report with 27 recommendations to improve teacher education was submitted to Governor R. Gregg Cherry. The report was compiled by a State Education Commission authorized by the General Assembly of 1947. The report, *Today and Tomorrow—Education in North Carolina* ranged in its recommendations from accreditation issues to specific curriculum reforms at certain institutions. Among others, it called for "a vigorous program of recruitment of teachers . . . ," "increased salaries for teachers," "a system of competitive scholarships for persons preparing to teach . . . ," and the creation of "a State Advisory Council on Teacher Education" to improve cooperation (among schools and colleges), to establish statewide planning, and to "advise the State Department of Public Instruction on teacher education problems." Many of the issues identified and solutions proposed are still issues and solutions before us today.

In 1961, the North Carolina Board of Higher Education issued a report on teacher education which recommended (1) a permanent statewide college organization to improve coordination among institutions and (2) campus-wide committees on teacher education at each institution to assure interdisciplinary planning and instruction and to "guarantee a continuous and continuing concern for teacher education in the institution." The report included an exhaustive analysis of the teacher education curriculum at each institution but concluded mainly that "improvement in teacher education can come only as there is improvement in each institution that prepares teachers."

In 1969, Governor Dan K. Moore's *Study Commission on the Public School System of North Carolina* presented a comprehensive report to the General Assembly on the state's public schools. In the far-reaching recommendations of the report, "A Child Well Taught," there was a clear focus on the preparation of teachers. Then, as now, there was a plea in the report for "flexibility" in the education and training of teachers and a studied avoidance of the assumption that there was "one best method" of preparing teachers. There was a sensitivity to the need to include teachers in the planning and conduct of teacher education programs, and, as today, a strong recommendation for more "field experience" for teachers and closer ties between the public schools and University programs, including University faculty.

The Moore Commission report was prophetic in its emphasis on the uses of television and computers and the need for more organization and better financing for in-service education for teachers. And, it identified "leadership training" and the importance of the principal in attracting and keeping good teachers.

The report was nearly lost in the turmoil of the late 1960s and early 1970s in the schools. Its message was felt in many areas of the state but it did not seem to galvanize the Legislature, the governing Boards, or the teachers to assert the important need to improve education and to increase the prestige of teaching. Nevertheless, the Commission Report is an important milestone and key part of the long history of steady strengthening and central role of education and the schools in the life of North Carolina.

Soon after its establishment in 1972, the Board of Governors of The University of North Carolina initiated a comprehensive review of teacher education programs in the public senior institutions in North Carolina. In October 1977, the report of the Teacher Education Review Program (TERP) was issued including several major recommendations and reforms. General recommendations called for improved coordination between the public schools and The University, establishment of a University Council on Teacher Education, strengthened admissions, retention and exit standards for teacher education programs, improved access to critical graduate programs, the discontinuation of a significant number of education degree programs, national accreditation of University teacher education programs, and requirements for improvement in 115 education degree programs in need of strengthening. The TERP report alerted the Education community that program improvement was in order and that teacher education and strong public schools were high priorities of the Board of Governors.

Perhaps the most significant statewide reform activity in North Carolina emerged in 1981 in the report of the Liaison Committee on the Quality Assurance Program (QAP) established by the State Board of Education and the Board of Governors of The University of North Carolina to provide a detailed plan for teacher education in our State. The QAP was initiated in 1978 in a resolution adopted jointly by the two Boards which called for a "systematic, continuous, and extended approach to quality assurance in North Carolina."

Because of its salience and its recent adoption and implementation in North Carolina, a portion of a later section of this report is devoted to a description of the history and current status of QAP as the current major concept and policy base for teacher education programs in North Carolina.

While not specifically a review of education programs alone, the 1983 landmark "Report of the Commission on the Future of North Carolina" (NC 2000) identified education as first on the minds of most North Carolinians as they registered their hopes for the future of our State. "Basic Education for All" became a central theme of the Commission's report and "teacher quality" became a centerpiece concern. The report asked for expansion of the Quality Assurance Program, more emphasis

Cleon F. Thompson, Jr.
Task Force Member

on academic disciplines in teacher training programs and better salaries for teachers.

Close upon the heels of the QAP and NC 2000 reports came the 1984 report and recommendations of the North Carolina Commission on Education for Economic Growth. Under the leadership of Governor James B. Hunt, Jr. and following the work of the Task Force on Education for Economic Growth of the Education Commission of the States, the Commission report sparked new interest in public school reform in North Carolina and continued the reform of teacher education as well. Building upon the Quality Assurance Program, the Commission report and the State legislation it triggered in 1984, established a focus on improving the prestige and attractiveness of teaching as a profession, improving the conditions of teaching, and initiating special new programs to strengthen the existing teacher and administrator corps—including a Network of Math-Science Education Centers, a Center for the Advancement of Teaching, a Principals' Executive Program, Rural Education Programs, and pilot programs for a career development program for teachers. Few reports in 20th Century North Carolina produced as much by way of new resources for a profession and for education as did the 1983 Commission activity.

THE BOARD OF GOVERNORS TASK FORCE ON THE PREPARATION OF TEACHERS

In the aftermath of the Elementary and Secondary School Reform Act of 1984 which included several major reforms, the principal reform being the Basic Education Program adopted by the General Assembly in 1985, a new interest in further improvement of teacher education programs emerged. The General Assembly, therefore, and once again, called upon the Board of Governors of The University of North Carolina to assist in a comprehensive study of current standards and practices related to the preparation of teachers in North Carolina and to recommend needed revisions. The next section of this report is devoted to the work of the Task Force.

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The Task Force

3. THE TASK FORCE

Philip G. Carson
Chairman, UNC Board of Governors

The Legislative Charge

The 1985 General Assembly directed the Board of Governors of The University of North Carolina to establish a Task Force on the Preparation of Teachers by October 1, 1985 and to report the findings and recommendations of its study to the 1987 Session of the General Assembly. A complete copy of the statute calling for the Task Force is included as Appendix 1. The legislation gives this direction to the Task Force:

"... the Board of Governors of The University of North Carolina is directed to study:

(1) Ways to upgrade teacher preparation programs to make the course of study more rigorous and more effective
(2) Standards for institution-based innovative and experimental programs
(3) Standards for implementing consortium based teacher education
(4) Standards for improved efficiencies in the administration of teacher education programs; and
(5) Areas of potential teacher shortage and oversupply in the next 10 years."

The legislation further directed that "the recommendations in the final report shall include a proposed plan for phasing in the implementation of the program over three fiscal bienniums."

The Chairman of the Board of Governors of The University of North Carolina, Mr. Philip G. Carson of Asheville, appointed the members of the Task Force by October 1 as required, including 21 members following the categories of representatives specified in the legislation. Mr. B. Irvin Boyle of Charlotte, a member of the Board of Governors of The University of North Carolina, was appointed Chairman of the Task Force. Dr. J. Earl Danieley of Elon College, also a member of the Board of Governors, was appointed Vice Chairman.

At the first organizational meeting of the Task Force, Chairman Carson characterized the work of the Task Force to be of critical importance to the State, to the University and to the public schools of North Carolina. Chairman Boyle pledged a comprehensive review of issues, policies and procedures related to the preparation of teachers and promised a report and recommendations designed to improve the effectiveness of teacher education programs, the quality of teachers and of teaching, and arrangements necessary to assure, as the legislation states, that Colleges of Education can effectively fulfill their "responsibility to lead the State toward effective reform in teacher education. . . ."

The Schedule and Activities of the Task Force

In October 1985, the Task Force initiated a series of meetings scheduled in various locations throughout the State and arranged to provide the best opportunities for the members to study the issues, assess current policies and procedures for preparing teachers, and develop findings and recommendations that would respond to the legislative charge and set a direction for the future preparation of teachers in North Carolina.

The Task Force met in public session on nine occasions between October 1985 and November 1986.

October 3, 1985	Chapel Hill	(UNC General Administration)
October 28-29, 1985	Charlotte	(UNC-Charlotte)
November 18, 1985	Chapel Hill	(UNC General Administration)
December 5, 1985	Winston-Salem	(Wake Forest University)
January 23, 1986	Greenville	(East Carolina University)
April 17, 1986	Elon College	(Elon College)
May 23, 1986	Chapel Hill	(UNC General Administration)
June 26, 1986	Greensboro	(UNC Greensboro)
October 30-31, 1986	Boone	(Appalachian State University)

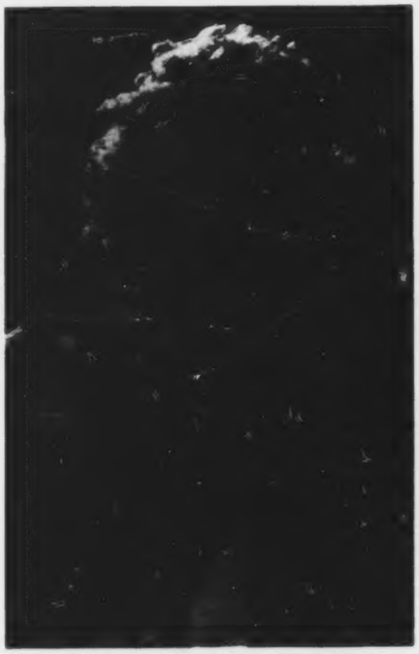
Each general meeting included a study agenda and lively discussion among members aided by staff studies, consultants, special panels focusing on reform issues, invited presentations, and public hearings. Through these general meetings, the Task Force gathered a broad range of recommendations from a variety of individuals and organizations. Prepared presentations and recommendations were received from a number of institutions of higher education and from the following special organizations:

North Carolina State Department of Public Instruction
National Education Association
Metrolina Consortium, Charlotte/Mecklenburg Schools
Winston-Salem/Forsyth County Consortium for Personnel Development
North Carolina Association of Educators
North Carolina Principals/Assistant Principals Association
National Council on the Accreditation of Teacher Education
UNC Mathematics and Science Education Network
North Carolina Association of Colleges for Teacher Education
North Carolina Council of Teachers of Mathematics
The Holmes Group Consortium
Council of Educational Associations
North Carolina Association of School Administrators
North Carolina Advisory Council on Vocational Education
Cooperative Planning Consortium of Special Education Programs
Foreign Language Association of North Carolina North Carolina League of Middle Level Schools
North Carolina Coalition for Children with Special Needs
North Carolina Council, International Reading Association
The Consortium on Teaching Critical Thinking Skills
Division of Vocational Education, State Department of Public Instruction
North Carolina Council of Vocational Teacher Educators
The Public School Forum of North Carolina, Inc.
Marlowe Hill Educational Services
North Carolina Art Education Association

A list of specific recommendations made by these organizations is available upon request.

The Task Force and its two Committees invited special presentations from a number of experts and specialists in the field of teacher education in the course of their work. A list of these individuals is found in Appendix 2.

In accordance with the requirement of the statute, the Task Force submitted a status report on May 1, 1986.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Dorothy Russell, ***President, North Carolina Association of Colleges for Teacher Education***

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Lee Monroe, ***Education Policy Advisor, Office of the Governor***

TASK FORCE COMMITTEES

John E. Thomas
Chairman, Task Force Committee on Programs

To focus the work of the Task Force, two committees were formed in December 1985, and each was directed to study a specified area related to teacher preparation.

A *Programs Committee* was formed to review "ways to upgrade teacher preparation programs to make the course of study more rigorous and more effective . . . ," point #1 in the legislative directive. Dr. John E. Thomas, Chancellor of Appalachian State University, chaired the Programs Committee. Vice Chairman was Ms. Jean Owen, Principal, Oak Hill Elementary School in High Point. Members included Dr. Danieley, Mr. Flack, Ms. Graves, Dean Heller, Chancellor Howell, Mr. Pritchett, President Robinson and Senator Ward.

In his charge to the Programs Committee, Chairman Boyle asked that it "undertake such studies, hearings and other activities as may be necessary to provide answers" to the first point in the legislative directive.

The Programs Committee met seven times—at Wake Forest University in December 1985, at East Carolina University in January 1986, at Winston-Salem State University in February 1986, in Chapel Hill at the UNC General Administration in March 1986, at Elon College in April 1986, at Appalachian State University in May 1986 and at UNC-Greensboro in June 1986. The Committee submitted its report to the Task Force in June 1986.

A *Standards Committee* was formed to review current standards and policies for the establishment of teacher education programs, for their effective operation, and for setting standards and guidelines for the preparation and certification of teachers in North Carolina. Dr. James B. Hemby, President of Atlantic Christian College, chaired the Standards Committee. The Vice Chairman was Dr. Cleveland Hammonds, Superintendent of the Durham City Schools. Members included Chancellor Fordham, Ms. Cary Owen, Dean Reilly, Dr. Smith, Chancellor Thompson, Dr. Turner, Representative Warren and Provost Wilson.

In his charge to the Standards Committee, Chairman Boyle asked that it undertake such studies, hearings or other activities as it deemed necessary to provide answers to points #2, 3 and 4 of the legislative directive relating to standards.

The Standards Committee met eight times—at Wake Forest University in December 1985, at East Carolina University in January 1986, at UNC-Wilmington in February 1986, at Atlantic Christian College in March 1986, at UNC- Greensboro and at Elon College in April 1986, at UNC-Chapel Hill and at UNC- Greensboro in June 1986. The Committee submitted its report to the Task Force in June 1986.

PANEL PRESENTATIONS

The Task Force arranged to meet with small panels representing four different groups—teacher education students, school teachers, directors of teacher education programs, and school principals. The purpose of these panels was to obtain information from "consumers" of teacher preparation programs including students currently enrolled in teacher education programs, teachers recently graduated from teacher education programs in North Carolina, employers in the form of school principals, and teacher educators currently working in programs in the State.

Two panels (students, teachers) were held at Elon College in April 1986 and two panels (school principals, teacher educators) were held at UNC- Greensboro in June 1986. A list of panel members may be found in Appendix 3.

THE CHANCELLOR'S INVITATIONAL CONFERENCE

The Chancellor of the University of North Carolina at Chapel Hill sponsored a three-day conference in May 1986 to help focus the attention of the Task Force and the education profession on the central question of what teachers "need to know" in order to be effective teachers. Seventeen Task Force members attended all or a major part of this conference and a special meeting of the Task Force was held in Chapel Hill on May 23 to discuss the implications of the conference program for the work of the Task Force. The Task Force heard recommendations and gained advice and information on educational reform issues from such outstanding educators as Ernest Boyer, President of the Carnegie Foundation; Albert Shanker, President of the American Federation of Teachers; Mortimer Adler, Chairman of the Paideia Group; Denis Doyle of the Hudson Institute; David Berliner of the University of Arizona; and many others. A complete list of consultants at the Conference is included in Appendix 4.

FOCUS OF THE TASK FORCE

The Task Force focused primarily on the matter of preparing classroom teachers but also considered some related issues of preparation of school administrators. Thus, their concern was directed toward program and professional requirements for a restricted range of teacher certification areas:

Elementary Education	Early Childhood Education (Grades K-4) Intermediate (Grades 4-6)	
Middle Grades (Grades 6-9)	Mathematics	Physical Education
	Science	Health Education
	Social Studies	Theater Arts
	French	Speech
	Spanish	Language Arts
	German	Music
	Russian	Dance
	Latin	Art
	Business Education	
Secondary Education (Grades 9-12)	English	Economics
	Mathematics	Sociology
	Science	Anthropology
	Earth Science	French
	Physical Science	Spanish
	Biology	German
	Physics	Russian
	Chemistry	Latin
Social Studies	Business Education	
	Political Political Science	Basic Business
Geography	Bible	
	History	
Special Subject Areas (Grades K-12)	Physical Education	Language Arts
	Safety & Driver Education	Reading
	Health Education	Music
	Theater Arts	Dance
	Speech	Art
	English as a Second Language	

James B. Hemby, Jr.
Chairman, Task Force Committee on Standards

Exceptional Children (Grades K-12)	Cross Categorical (Mild-Moderate Handicapped) Severely/Profoundly Handicapped Mentally Handicapped Speech-Language Impaired Visually Impaired Physically/Orthopedically Handicapped Severely Emotionally Handicapped Specific Learning Disabilities Gifted and Talented Hearing Impaired
Vocational Education	Agriculture Agriculture Technology Home Economics Health Occupation Education Marketing and Distributive Education Trade Preparatory Programs Introduction to Trades Programs Industrial Cooperative Training Vocational Business Education Handicapped Pre-Vocational Education Disadvantaged Industrial Arts Junior ROTC

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James L. Green II, *Elon College Student* Mary E. Wakeford, *Task Force Staff Assistant Director*

COMMITTEE STUDIES

The Task Force committees undertook several special surveys to obtain opinions or to collect specific facts to inform their work. These studies included:

1. A survey of college and university officials and educators concerning standards for program approval.
2. A survey of current admissions and program requirements of teacher education programs in North Carolina.
3. A comparative study of course work and elective studies of education and non-education majors at selected colleges and universities in North Carolina.

The Context of the Work of the Task Force

The Task Force operated, over the 13 months from October 1, 1985 through October 1986, in the midst of intensive discussions and debate about educational reform in the State and throughout the nation. The members of the Task Force endeavored to complete a careful and thoughtful review of teacher preparation programs, standards and policies without being unduly distracted by the mounting pressures, rhetoric, and advocacy for significant reform in the structure, operation, content and format for preparing teachers for the public schools.

Throughout the course of the Task Force's work, there was a steady flow of reporting from other state, national, special organization, and agency councils, commissions, task forces and committees. The Task Force studied these reports carefully to measure the merit of recommendations developed by other groups. Special staff or consultant presentations were arranged for the Task Force to allow close and accurate study of many of these reports. Principal among those reviewed most closely by the Task Force were the following:

The Quality Assurance Program, October 1981
The Basic Education Program for North Carolina's Public Schools, November 1985
Teacher Preparation: The Anatomy of a College Degree, Southern Regional Education Board, 1985
The Need for Quality, Southern Regional Education Board, 1981
Improving Teacher Education: An Agenda for Higher Education in the Schools, Southern Regional Education Board, 1985
Beyond the Commission Reports, Rand Corporation, 1984
Access to Quality Undergraduate Education, Southern Regional Education Board, 1985
Making Do in the Classroom: A Report on the Misassignment of Teachers. Council for Basic Education, 1985
Tomorrow's Teachers, Holmes Group, April 1986
Who Will Teach Our Children?, California Commission on the Teaching Profession, November 1985
A Nation Prepared: Teachers for the 21st Century, Task Force on Teaching as a Profession of the Carnegie Forum on Education and the Economy, 1986
Showcase for Excellence, American Association of State Colleges and Universities, 1985
Who Will Teach Our Children?, The Public School Forum of North Carolina, 1986

Mortimer J. Adler
Institute of Philosophical Research

A complete list of reports and other special documents reviewed by Task Force members and staff may be obtained upon request.

The most salient aspect of the context within which the Task Force conducted its work was a feeling of responsibility to build upon the strengths of the educational reforms that the State has experienced over the past decade while seeking bold and innovative ways to improve the quality and relevance of the professional programs preparing teachers for North Carolina's schools.

There is a sense of new beginning in our State that is tempered by an understanding that we should undertake careful, needed, feasible reform and avoid the dramatic rearrangements that often result from frustration and yearning for better ways.

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Clegg C. Williams
Task Force Administrative Secretary

4. OBSERVATIONS AND FINDINGS OF THE TASK FORCE

Basic Information

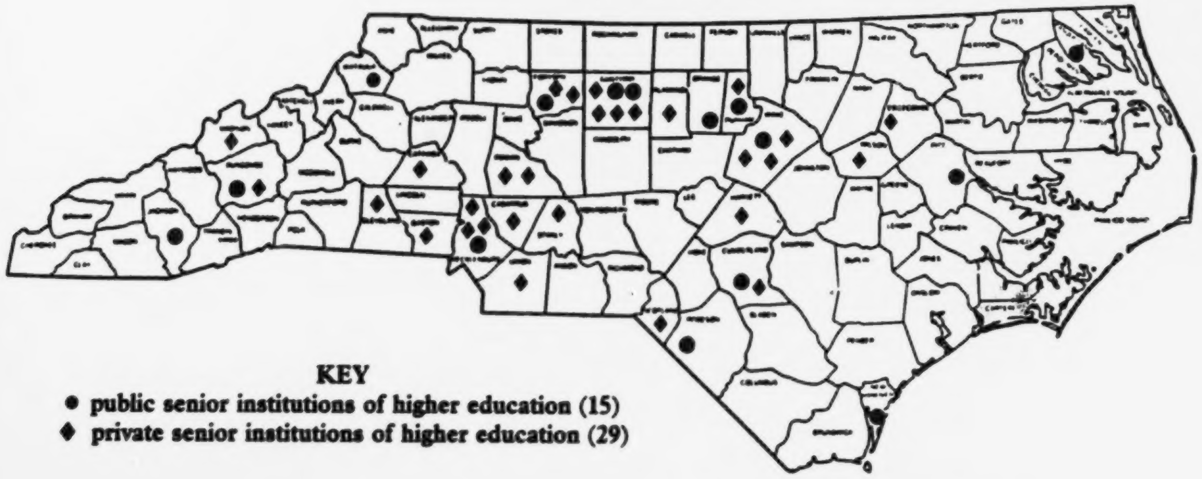
COLLEGES AND UNIVERSITIES PREPARING TEACHERS IN NORTH CAROLINA

In September 1985, 44 of the 47 senior institutions of higher education were operating teacher education programs approved by the State Board of Education. Of this number, 15 are located at constituent institutions of The University of North Carolina and 29 are at private institutions in the State. Figure 1 shows the location of each of the 44 teacher education programs.

Programs range in size and comprehensiveness from very small departments to very large and complex schools and colleges. Enrollments vary from a few students to a significant portion of an institution's total enrollment. Productivity ranges from very few graduates each year to hundreds of graduates each semester. Three institutions, Appalachian State University, East Carolina University and UNC-Greensboro, accounted for nearly 40 percent of the total number of teachers produced in North Carolina in 1984-85. Table 1 shows basic information for public and private institutions including enrollment and productivity in professional education programs. A comprehensive report on enrollment and productivity of professional education programs in North Carolina is available from the General Administration of The University of North Carolina.

Table 2 provides a detailed inventory of certification programs offered by the 44 institutions in major categories of certification of classroom teachers authorized by the State Board of Education: Elementary (Grades K-4) and Intermediate (Grades 4-6) Education, Middle Grades Education (Grades 6- 9), Secondary Education (Grades 9-12), Special Subject Areas, Special Education, and Vocational Education.

Figure 1
North Carolina Public and Private Institutions of Higher Education with Teacher Education Programs
September 1985



KEY
- ● **public senior institutions of higher education (15)**
- ◆ **private senior institutions of higher education (29)**

Table 1
Candidates for Professional Certification in 1984–85 by Institution and Expected Year of Completion

	All Enrolled Students			Enrolled Teacher Education Students		
Institution	Completed Program in 1984–85	Will Complete After 1984–85	Total	Completed Program in 1984–85	Will Complete After 1984–85	Total
UNC Institutions						
Appalachian	590	893	1,483	514	834	1,348
East Carolina	902	935	1,837	699	616	1,315
Elizabeth City	78	38	116	78	38	116
Fayetteville	164	258	422	147	258	405
N.C. A & T	291	399	690	241	354	595
N.C. Central	122	162	284	87	134	221
N.C. State	268	473	741	238	381	619
Pembroke	171	309	480	143	252	395
UNC-Asheville	23	87	110	23	87	110
UNC-Chapel Hill	394	387	781	340	299	639
UNC-Charlotte	319	477	796	215	336	551
UNC-Greensboro	448	864	1,312	321	653	974
UNC-Wilmington	133	398	531	124	364	488
Western Carolina	364	458	822	280	362	642
Winston-Salem	53	28	81	53	28	81
UNC Total	4,320	6,166	10,486	3,503	4,996	8,499
Private Institutions						
Atlantic Christian	35	33	68	35	33	68
Barber-Scotia	6	0	6	6	0	6
Bennett	11	41	52	11	41	52
Campbell	55	179	234	49	155	204
Catawba	23	27	50	23	27	50
Davidson	7	1	8	7	1	8
Duke	4	1	5	4	1	5
Elon	21	28	49	21	28	49
Gardner-Webb	65	102	167	65	102	167
Greensboro	24	2	26	24	2	26
Guilford	10	25	35	10	24	34
High Point	17	27	44	17	27	44
Johnson C. Smith	11	9	20	11	9	20
Lenoir-Rhyne	45	11	56	45	11	56
Livingstone	1	29	30	1	29	30
Mars Hill	74	12	86	74	12	86
Meredith	52	29	81	52	29	81
Methodist	23	10	33	23	10	33
N.C. Wesleyan	10	9	19	10	9	19
Pfeiffer	13	7	20	13	7	20
Queens	15	35	50	15	35	50
Sacred Heart	14	6	20	14	6	20
Salem	13	18	31	13	18	31
Shaw	11	7	18	11	7	18
St. Andrews	23	23	46	23	23	46
St. Augustine's	26	1	27	26	1	27
Wake Forest	37	42	79	37	42	79
Warren Wilson	3	23	26	3	23	26
Wingate	35	23	58	35	23	58
Private Total	684	760	1,444	678	735	1,413
N.C. Total	5,004	6,926	11,930	4,181	5,731	9,912

SOURCE: University of North Carolina, General Administration, September 9, 1986.

Table 2.

Teacher Certification Programs Approved by the State Board of Education in Public and Private Institutions of Higher Education in North Carolina, August 1, 1986*

	INSTITUTIONS																																											
	PUBLIC															PRIVATE																												
APPROVED PROGRAMS	Appalachian	East Carolina	Elizabeth City	Fayetteville	N. C. A & T	N. C. Central	N. C. State	Pembroke	UNC-Asheville	UNC-Chapel Hill	UNC-Charlotte	UNC-Greensboro	UNC-Wilmington	Western Carolina	Winston-Salem	Atlantic Christian	Barber-Scotia	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J. C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N. C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson	Wingate
ELEMENTARY																																												
Early childhood	AG	AG	A	AG	AG	AG		AG[a]	A	AG	AG	AG	AG	AG	A	A	A	A	A	AG	A		A	AG	A	A	A	A	AG	A	A	AG[b]	A	A	A	A	A	A	A	A	A	AG	A	AG[b]
Intermediate	A	AG	A	AG	G	AG	AG	AG[a]	A	AG	AG	AG	AG	AG	A	A	A	A	AG	A			A	AG	A	A	A	A	AG	A	A	AG[b]	A	A[e]	A	AG[d]	A	A	A	A	A	AG	A	AG[b]
MIDDLE GRADES	AG	A	A	A			AG	AG	A	AG	AG	AG		AG		A		A	AG	A[b]			A	AG	A[b]	A	A[b]				A[b]	A[b]	A	A		G[d]						A		AG[b]
SECONDARY																																												
English	AG	AG	A	A	AG	A	AG	A	A	AG	AG	AG	A	AG	A	A		A	AG	A	A	A	A	A	A	A	A		A	A	A	A	A	A	A	A		A	A	A	A	AG	A	A[b]
Foreign languages																																										A		
French	AG	A			A	AG	A		A[a]	AG[a]	A	AG	A	A		A			A	A	A			A	A	A			A		A	A	A			A		A	A					
German		A				A				A[a]	AG[a]	A	A		A						A								A															
Latin									A[a]	AG[a]		A									A								A			A												
Spanish	AG	A				A	A		A[a]	AG[a]	A	AG	A	A		A			A	A	A			A	A	A	A		A		A	A	A			A		A	A					
Mathematics	AG	AG	A	A	AG	AG	AG	A	A	AG	AG	AG	A	AG	A	A			AG	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A		A	A		A	AG	A	A
Science	AG	AG		A					A		AG			AG		A					A	A	A		A					A				A		A			A		A	AG		A
Biology					AG	AG	AG	A		AG		AG	A						AG	A				A		A	A		A		A	A	A		A			A					A	
Chemistry			A		AG	AG	AG	A		AG		AG	A						AG	A				A		A	A		A		A	A	A		A			A					A	
Earth science							AG			AG									AG							A																		
Physical science							AG																																					
Physics					A	A	AG	A		AG		AG	A													A			A			A			A			A					A	
Social Studies	AG	AG	A	A	AG	AG		A	A	AG	AG	AG	A	AG	A	A			AG	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A		A	A		A	AG	A	A
History					AG		AG				AG								AG								A																	
Political science							AG																				A																	
Sociology							AG																																					
SPECIAL SUBJECTS																																												
Art	AG	AG	A		AG	A		A	A		A	AG		AG	A	A											A				A	A	A			A[b]				A				A
Bible																															A													
Dance											A	A																																
Driver & traffic safety	A	AG			AG																																							
English as a second language							A[b]				AG[b]	AG		A																														
Health	A	AG				A				AG	G	AG	A	A									A[b]	AG																				
Music	AG	AG		A	A	AG		A		AG		AG		AG	A	A		A	A	A			A	A	A			A	A	A	A	AG[b]	A	A	A	A			A	A		A	A	A
Physical education	AG	AG	A	A	AG	AG		A		AG		AG	A	AG	A	A		A	AG	A			A	AG	A	A	A	A	A	A	A		A	A	A			A	A[e]		A	A		
Reading	AG	G	A	AG	G		G	A[c]	A	G	G	G		AG					G	A				G					A	A		A											A	A
Speech education	A				A					AG		AG								A																								
Theatre arts	A	A			A	A			A[a]			AG		A						A					A				A		A													
SPECIAL EDUCATION																																												
Cross-categorical	A				A[b]						G	G	G[b]																G[b]															
Academically gifted	G									AG	G			AG						A									A		A							A				AG		
Emotionally handicapped	G			AG		G	G			G	G			A											A		A[e]							A[b]						A				
Hearing impaired						G						AG				A													AG															
Mentally handicapped	G[a]	AG	A	AG		G	G	A		G	G[b]		A	AG				A							A		A[e]										A				A			
Physically/orthopedically handicapped																																						A						
Severely/profoundly handicapped										G																																		
Specific learning disabilities	G	G		AG			G	A		G	G		A	AG	A			A		A					A		A[e]							A[b]			A			A				
Speech-language impaired	G	AG				G				G		G		AG																														
Visually impaired							G																																					
VOCATIONAL EDUCATION																																												
Agriculture					AG		AG																																					
Business and office education	AG	AG[b]	A	A	A	AG		A				AG		AG	A	A			A[d]								A[d]		A	A		A							A					
Health occupations education							AG																																					
Home economics	A	AG			A	AG						AG		AG				A	A												A	A												
Industrial arts	AG	AG	A		AG		AG							AG																														
Marketing	A			A[b]								AG																																
Occupational exploration							AG																																					
Trade and industrial education							AG							A																														
Vocational and industrial education					AG																																							

*Includes inventory of programs preparing classroom teachers only.

KEY: A = baccalaureate level teacher certification program; G = graduate level teacher certification program (master's)

NOTE: The data in this table are from *North Carolina Approved Teacher Education Programs* by the N. C. Department of Public Instruction, Division of Program Approval,1985, Raleigh, NC.

a = Provisional approval; b = Temporary authorization; c = Inactive; d = Being phased out; e = Offered via a cooperative arrangement with Greensboro College

An analysis of basic information reported by teacher education programs in 1984-85 reveals some important facts and trends of interest to the Task Force. They are as follows:

1. In 1984-85 there were 11,930 students enrolled in professional education programs in North Carolina. Of this number, 88 percent were enrolled in constituent institutions of The University of North Carolina.
2. Of the education students enrolled in 1984-85, 74 percent were women, 17 percent were black, and 51 percent were 25 years of age or older.
3. By 1984-85, the number of education graduates (3,677) had dropped by 38 percent from a peak of 5,948 students in 1974-75.
4. Enrollment in professional education programs in The University's Schools of Education shows a significant decline in enrollment between 1980-81 and 1984-85 of 38 percent.
5. The number of institutions approved by the State Board of Education to prepare teachers has increased from 1 in 1962 to 44 in 1986.
6. Only 17 of the 44 teacher education programs were nationally accredited in 1986.

TEACHER PREPARATION PROGRAMS

The typical program of study to prepare for a career in teaching in North Carolina consists of three activities: (1) completion of a general studies program in the lower division of an undergraduate degree program, (2) admission to a formal program of study in professional education in the upper division of a four-year undergraduate program, and (3) satisfactory completion of a supervised student teaching experience prior to entry to full-time employment with a baccalaureate degree as a teacher in the public schools.

There are several variations in this type and sequence of study depending on the type of teaching certificate desired. For example, a student seeking certification to teach in a secondary school may major in a basic academic or subject area such as mathematics, English or history, to prepare to teach math, English or social studies in grades 7-12. In this case, students need not major in education as long as they

John M. Howell
Task Force Member

complete certain courses in the "methods of teaching" and the supervised teaching experience.

There are many different education degree programs in which a student may major. These include Elementary Education, Intermediate Education, Middle Grades Education, Physical Education, Reading Education, Vocational Education, and Special Education (Education of the Handicapped).

Admissions requirements for entering teacher education programs vary somewhat from one institution to another but generally the requirements include (1) satisfactory performance in general studies, often a grade point average of 2.00 (C) or better, (2) passing the General Knowledge and Communication Skills Tests of the National Teacher Examination (NTE) at levels set by the State Board of Education, and (3) interviews or other assessment and counseling procedures devised by the programs to help ensure that prospective teacher education students have adequate achievement abilities and aptitude for professional study.

After the completion of the academic degree program and requirements for certification, prospective teachers must pass the Professional Knowledge and Subject Area Tests of the NTE to be provisionally certified for initial employment in the public schools.

POST-BACCALAUREATE PROGRAMS

It is also possible for a student to prepare for initial certification through formal study in a masters degree program or non-degree post- baccalaureate teacher preparation program if the student already holds a baccalaureate degree. In this case the professional education program and supervised teaching activities must be successfully completed and appropriate portions of the NTE must be passed for initial certification.

Institutions follow the *Standards for the Approval of Teacher Education Institutions and Programs in North Carolina* set by the State Board of Education and administered and enforced by the Divisions of Certification, and Program Approval of the State Department of Public Instruction. The academic degree programs and courses of study are established by the faculty, administration and trustees of the institutions of higher education.

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Harold W. Heller and Edwin G. Wilson
Task Force Members

THE QUALITY ASSURANCE PROGRAM

In October 1978 the State Board of Education and the Board of Governors jointly adopted a resolution to establish a program of *Quality Assurance for Professional Personnel*, a seven-point program directed toward significant revision of the concepts and policies undergirding the programs and procedures for preparing teachers in North Carolina. Soon after the resolution was adopted, the State Board of Education appointed a 13-member Liaison Committee to develop a comprehensive plan for implementing the framework agreed upon by the two Boards. The Liaison Committee, chaired by Dean William C. Self, delivered a detailed set of plans and recommendations and submitted its report in October 1981.

In March 1983, the State Board of Education and the UNC Board of Governors again concurred on a resolution to adopt the Quality Assurance Program and agreed to certain specific admissions standards and to implement the program by the end of the 1984-85 academic year. The program was endorsed by the North Carolina General Assembly in its 1983 Session. The program was again endorsed by the North Carolina Commission on Education for Economic Growth in its 1984 report and included in the Elementary and Secondary School Reform Act of 1984 adopted by the General Assembly.

Thus, there is currently in place a model for preparing teachers in North Carolina which is in its final stages of implementation and which has produced significant revisions in standards and procedures for preparing and certifying teachers and for establishing and approving teacher preparation programs in the State.

The Quality Assurance Program is a multidimensional, systematic approach to strengthening teacher preparation and professional certification in North Carolina. It is a performance-based system of quality assurance. The proposed program has several unique features. It is the most comprehensive effort undertaken by any state. It is the first major effort undertaken jointly by a State Board of Education and a University Board of Governors. And it is also one of the first major efforts to involve and be supported by all segments of the education profession in North Carolina.

Two assumptions underlying the Quality Assurance Program lend coherence to

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Task Force Member

its component parts. First, certain teacher competencies are considered crucial to effective teaching and, further, these competencies can be described, verified, validated, and assessed.

Second, teacher preparation is considered a developmental process which extends beyond the pre-service, teacher education level. It begins upon admission to a college or university, and progresses in a number of stages throughout one's teaching career. Assessment procedures can be developed and applied at various points in this developmental process, congruent with performance expectations. When individual needs are identified, a Quality Assurance Program will help insure that each person, during each stage, has an opportunity to develop, maintain, and build needed competencies. The key element in implementing the proposed Quality Assurance Program is collaboration between the two major agencies responsible for teacher education in North Carolina—the schools, and the colleges and universities.

At a more specific level, the Quality Assurance program entails a description of knowledge and skills in general education as well as professional education and of basic teacher competencies. Processes and procedures are proposed to evaluate (1) students who wish to enter a teacher education program, (2) prospective teachers as they enter the profession, and (3) beginning teachers as they seek to continue in the profession. An educational support system has been devised to channel resources toward improving student teaching experiences, providing support for beginning teachers, and improving the effectiveness of in-service education programs for teachers.

STATUS OF QAP IMPLEMENTATION

The timetable adopted by the State Board of Education in October 1981 called for full implementation of the Quality Assurance Program throughout the State by the end of academic year 1985-86. Seven components of the Program required implementation. These are:

1. A comprehensive review of requirements for entrance to institutions of higher education as they may apply to future candidates for admission to teacher education programs.
2. The development of more effective screening and counseling procedures to ensure that students who wish to enter professional teacher education programs meet acceptable standards in such academic areas as English and English usage, literature, the fine arts, social studies, mathematics, and science; such procedures are to be administered prior to admission to professional teacher education programs.
3. Establishment of a structure whereby there will be a means of clarifying with institutions of higher education and with the public schools the competencies required for inclusion in professional and academic programs (including vocational education) in order to produce competent and effective teachers.
4. Assurance of strong supervision of student teaching experiences through the close coordination of campus-based and field-based program activities which would involve the State Education Agency, institutions of higher education, local education agencies, and successful classroom teachers. This would include the identification, training and uniform compensation of successful classroom teachers who supervise and direct the student teaching experiences to ensure that each individual in professional teacher education has successfully demonstrated his/her ability to perform in an actual classroom situation and to ensure that this supervision would be developed and conducted in close cooperation with appropriate representatives of the institutions of higher education.
5. The development, validation, and implementation of a system of criterion referenced tests covering the various disciplines and program areas, which would serve as a part of the final pre-service evaluation and would be a prerequisite for initial certification.

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Associate State Superintendent of Public Instruction

6. The development and implementation of an evaluation and educational support system designed to assess the performance during professional employment of all individuals qualifying for initial certification as a prerequisite to continuing certification beyond an initial three-year period and as a means of evaluating the effectiveness of teacher education programs and consequently to improve these programs. This system would include a joint comprehensive system of in-service education for the maintenance of professional teacher competencies and systematic opportunities for advanced formal education. This system would include requirements for admission to field-based and campus-based masters and intermediate degree programs which would assure the highest quality of candidates and graduates with advanced degrees in education equal to the emphasis on standards for quality assurance developed for entry to teacher education programs and to the profession.

7. Establishment of a number of pilot centers to develop and evaluate the competency-based approach to certification, the organization and function of the partnership between institutions of higher education and cooperating school systems, and the validity of the evaluation instruments and systems developed to implement this proposed program of quality assurance.

Of the seven components, three have been implemented and four remain to be put fully in place. A brief summary of the status of implementation and the retarding factors are set out below.

1. Admissions requirements for college

This objective was met when the Board of Governors of The University of North Carolina adopted a new set of admissions requirements for entering freshmen effective in the fall of 1988. The requirements are based on core course requirements which exceed current requirements for high school graduation in North Carolina.

2. Admissions requirements for teacher education programs

This objective was met when:

a. the Board of Governors and the State Board of Education jointly adopted a resolution in March 1983 to require prospective teacher education students to meet certain requirements on the National Teacher Examination prior to formal admission to an approved teacher education program, and

b. the State Board of Education in 1983 adopted revised standards for the approval of teacher education programs, including certain requirements for counseling and advising prospective teacher education students.

3. A structure for developing and updating core and special competencies required to be effective classroom teachers

This objective has been partially met by the development by the State Department of Public Instruction of a comprehensive set of competencies for teachers. These competencies are to be used by institutions to construct an appropriate curriculum to prepare teachers.

There still remains a need for a structure to assure continuing assessment of the need for current and revised competencies which constitutes a collaborative activity among teachers, teacher trainers, administrators and others.

In addition, there is some concern that the expanded competency lists have introduced more complexity into the certification and program approval process than may be needed and that there is increasing danger of unnecessary proliferation of highly specialized certification areas.

4. Close coordination of campus-based and field-based (public schools) program activities

This objective has been partially met by revisions of student teaching and student teacher supervision requirements in standards adopted by the State Board of Education in 1983.

However, a special cooperating or mentor teacher program has yet to be developed and few steps have been taken to identify master teachers for inclusion on the teaching faculties of teacher education programs.

Competencies for both college and public school supervisors have been developed but no systematic statewide activity has been implemented.

5. Development of a system of criterion referenced tests

This objective has not been met because of the prohibitive cost of developing new tests for exclusive use in North Carolina. Instead, the State Board has selected the National Teacher Examination (NTE) for use in initial certification procedures, both the Professional Knowledge Tests and Subject Specialty Tests. Minimum scores are set by the State Board of Education.

6. Development and implementation of an evaluation and educational support system

This objective has been met partially through adoption by the State Board of Education in July 1985 of an *Initial Certification Program* designed to help beginning teachers get off to a good start in their new profession. This program is in its early stages of development, is not yet operating on a statewide basis and is severely underfunded.

7. Pilot centers

This objective has not been met. There has been some initial development of a Teacher Performance Evaluation System to assist in continuing certification decisions and to inform teacher education programs on the effectiveness of their graduates. However, there has yet to be developed the comprehensive system envisioned by the Board of Governors and the State Board when they adopted QAP in 1981.

While, clearly, a great deal has been accomplished, a considerable effort still must be mounted to build the school-college collaborative model intended by QAP and to relate QAP components to more recent developments such as the Career Development Program, the Basic Education Program and other reforms still to come.

THE PUBLIC SCHOOLS

ORGANIZATION

Public elementary and secondary schools in North Carolina are organized into 140 local school districts, each governed by a local school board. One hundred are countywide systems. Forty are special charter city school districts serving part of one or two counties. Figure 2 shows the number and distribution of local school districts, by county, in North Carolina. Each of the 140 school systems is managed by a Superintendent of Schools appointed by the local Board of Education.

GOVERNANCE

The statewide system is governed by a 13-member State Board of Education.

Eleven members are appointed by the Governor, after receiving nominations from the Lieutenant Governor and the Speaker of the House of Representatives. The Lieutenant Governor and State Treasurer are members *ex officio*. The State Superintendent of Public Instruction is a statewide elected official and the Chair and Vice Chair of the State Board are elected by members of the State Board.

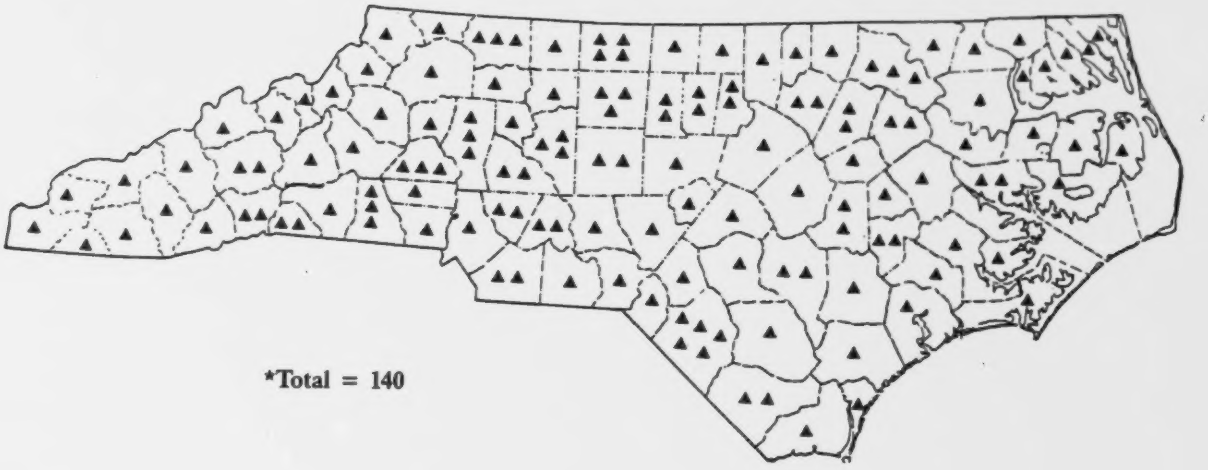
EDUCATION REGIONS

The 140 school systems are organized into eight educational regions of the State for purposes of planning, coordination, certain fund administration, and other administrative activities. Figure 3 shows the eight educational regions and the counties included in each.

PUPILS

The total student enrollment in the public schools of North Carolina in 1984-85

Figure 2
North Carolina Public School Systems*
July 1986



***Total = 140**

was 1,123,425*. Average daily enrollment in 1985-86 was 1,042,739. Projected enrollment for 1990-91 is 1,052,073, a decline from 1984-85 of 6.4 percent.

In 1985-86, 30 percent of students were black, 67 percent were white, and 3 percent were American Indian or members of other minority or ethnic groups. Approximately one-third of all students are enrolled in nine of the state's local school districts.

In 1985, 67,245 students graduated from high school in North Carolina. Data collected in July of that year show that 63 percent of the graduates intended to pursue further education: 48 percent in North Carolina public institutions of higher education and 10.4 percent in North Carolina private institutions. Blacks represented 24 percent of students who planned to continue their education and whites represented 74 percent.

About 70 percent of the students who enroll in grade nine complete 12 years of schooling. It is estimated that 23,800 (7 percent) high school students dropped out of school during the 1984-85 school year.

FINANCIAL INFORMATION

Of every dollar spent in the public elementary and secondary schools of the State in 1984-85, 83 cents were spent on salaries and employee benefits, and the remaining 17 cents purchased other services, supplies and materials, and instructional equipment. The federal government was the source of 9.3 percent of the funds expended during 1984-85, local government supplied 25.2 percent and the State provided 65.5 percent. Total per pupil expenditures from all sources varied among the local school districts from $2,168 to $3,256.

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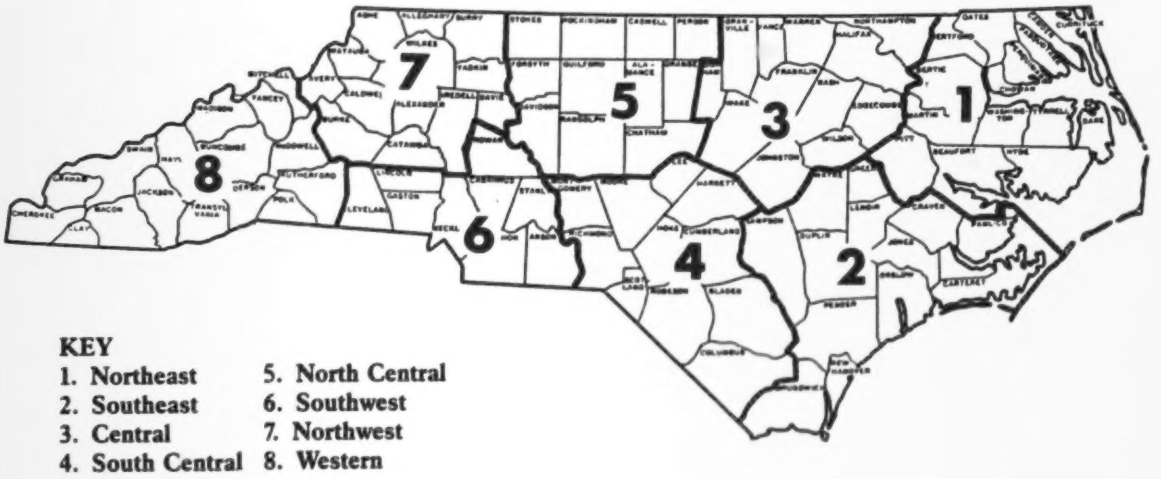
* *North Carolina Schools Statistical Profile, 1986,* State Department of Public Instruction, Raleigh, North Carolina.

Figure 3
North Carolina Education Districts



KEY
1. **Northeast**
2. **Southeast**
3. **Central**
4. **South Central**
5. **North Central**
6. **Southwest**
7. **Northwest**
8. **Western**

A PROFILE OF TEACHERS IN NORTH CAROLINA - 1986

There were 56,040 teachers employed by local public school boards in North Carolina in 1984-85*. In 1985-86, this number increased to 57,638**, of whom 29,250 were elementary school teachers, 19,538 were secondary teachers, and 8,850 were teachers with a variety of special teaching assignments outside traditional elementary or secondary programs. Table 3 summarizes certain characteristics of the current teacher work force in the public schools of North Carolina.

An analysis of professional personnel in the public schools in 1985-86 indicates that about two-thirds hold a baccalaureate degree, nearly one-third hold a masters degree and 534 persons, mostly school administrators, hold the doctorate (Ph.D. or Ed.D.).

A profile of subject area teachers (Grades 7-12) in 1985-86 shows that about 22 percent taught English, 14 percent taught mathematics, 14 percent taught vocational

Table 3
Profile of Teachers in the Public Schools of North Carolina, 1985

	Total	Male	Female	White	Black	Other
Elementary Teachers	29,250	2,603	26,647	22,991	5,968	291
Secondary Teachers	19,538	7,199	12,339	15,871	3,463	204
Other Teachers	8,850	2,082	6,768	7,117	1,590	143
Totals	57,638	11,884	45,754	45,979	11,021	638

SOURCE: *North Carolina Public Schools Statistical Profile, 1986*, State Department of Public Instruction, Raleigh, North Carolina.

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* *Characteristics of Certified Public School Employees 1978-79 Through 1984-85.* State Department of Public Instruction, February 1986.

** *North Carolina Public Schools Statistical Profile, 1986*, State Department of Public Instruction, Raleigh, North Carolina.

education, 12 percent taught social studies, and 11 percent taught science. Only 3 percent taught foreign languages.

A review of trends over a seven-year period (1978-79 through 1984-85) indicates that the average age of teachers has increased from 37.7 years to 40.0 while the average years of teaching experience has remained the same (12.6 years). There has been a decline in the percentage of black teachers from 21.2 percent in 1978-79 to 19.5 percent in 1984-85. In 1984-85, only 10.2 percent of newly employed teachers were black.

Nearly one-third of all instructional personnel in 1985-86 were employed in only nine of the local school systems—Buncombe County, Cumberland County, Forsyth County, Gaston County, Guilford County, Greensboro City, Mecklenburg County, New Hanover County and Wake County. Figure 4 shows the number of elementary and secondary teachers by educational region of the State.

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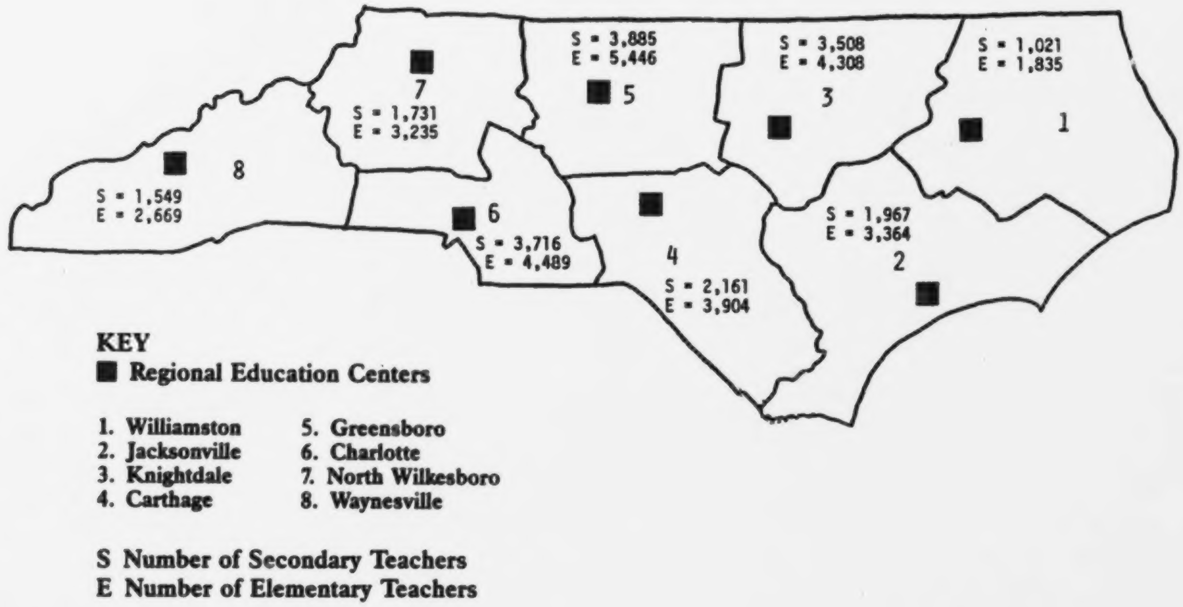
Roger A. Schurrer, ***Deputy Assistant State Superintendent of Public Instruction***
Rev. E. B. Turner, ***Task Force Member***

TEACHER SALARIES

Few if any serious studies or reports on needed reforms in education in this country have failed to cite inadequate salaries as a major deterrent to attracting and retaining outstanding students and teachers to the teaching profession. Foremost have been reports by the national teacher associations, the American Federation of Teachers (AFT) and the National Education Association (NEA), and in our own State, the North Carolina Association of Educators (NCAE). But more recently, legislatures have come under greater pressure from two other sources: active Governors who recognize the importance of public education for economic growth and development in their states, and the business and corporate community leaders who recognize the value of an educated work force to a productive economy and a sound international economic position. Strong recommendations have been included in such recent national reports as Action for Excellence issued in 1983 by the Education Commission of the States and A Nation Prepared presented by the Carnegie Forum on Education and the Economy in 1986.

Figure 4
Regional Education Centers, Number of Secondary Teachers, and Number of Elementary Teachers by North Carolina Education Districts


S = 3,885
E = 5,446
5
S = 3,508
E = 4,308
3
S = 1,021
E = 1,835
1
7
S = 1,731
E = 3,235
8
S = 1,549
E = 2,669
6
S = 3,716
E = 4,489
4
S = 2,161
E = 3,904
S = 1,967
E = 3,364
2
KEY
■ Regional Education Centers
1. Williamston
2. Jacksonville
3. Knightdale
4. Carthage
5. Greensboro
6. Charlotte
7. North Wilkesboro
8. Waynesville
S Number of Secondary Teachers
E Number of Elementary Teachers

SOURCE; Data obtained from the State Department of Public Instruction's *North Carolina Public Schools Statistical Profile 1986.*

At the state level, the North Carolina Commission on Education for Economic Growth recommended in 1984 that the North Carolina General Assembly establish a salary for beginning teachers of $15,680 in 1984-85 and a salary range for experienced teachers of $17,220 to $26,180. It was further recommended that salaries for beginning teachers be increased by 1987-88 to a level "competitive with entry-level salaries in other fields" and that salaries for experienced teachers range from $18,000 to $34,000.

The California Commission on the Teaching Profession recommended in 1985 that their legislature increase the "cap" on the minimum teacher salary at $25,000 and that an increasing minimum should be established from that point and "beneath which no credentialed teacher's salary should fall." In 1986, the U.S. Department of Education reported that the average teacher's salary in the United States increased 36 percent from a $17,360 average in 1981 to a 1986 average salary of $23,582. In that same five-year period, the average salary of teachers in North Carolina increased 22 percent from $16,947 to $20,691. When compared with other occupations, these salary ranges, both national and state level, compare with those of secretaries, airline ticket agents, and plumbers and mail carriers, honorable occupations but not nearly as demanding in terms of education requirements, responsibility and societal expectations*.

In comparing average and beginning teachers' salaries with other states, it is apparent that North Carolina has regularly ranked below the average of other states in the nation since 1975**. In that year North Carolina ranked 27th among states in average salary at $11,269. By 1979, that rank position had dropped to 32nd. By 1983, North Carolina was in the 40th rank position at $18,311. In 1985-86 the preliminary estimate of average teacher salary was $22,476, placing North Carolina 30th in the nation.

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* *Carnegie Forum Report*, 1986, p. 37.

In comparing North Carolina with other states in the southern region on beginning teachers' salaries in 1984-85, the picture is not so bleak. North Carolina ranks 2nd, after Alabama, with a beginning salary of $15,680**.

The current salary structure for public school teachers is shown in Table 4 below:

Karen Garr
President, North Carolina Association of Educators

Table 4
1986–87 Teacher's Salary Schedule and Increases*

Baccalaureate Degree Pay Level	Masters Degree Pay Level	New Salary Amount	Annual Increase
21		$16,700	$1,020
22		17,450	1,060
23	23	18,260	1,110
24	24	19,140	1,170
25	25	20,010	1,220
26	26	20,900	1,270
27	27	21,870	1,330
28	28	22,930	1,400
29	29	24,060	1,470
30	30	25,200	1,540
31	31	26,450	1,610
32	32	27,730	1,690
	33	29,090	1,770
	34	30,490	1,860

SOURCE: North Carolina Association of Educators.

*For advanced certificate in subject or area of assignment, add $126 per month to masters degree amount.

For earned Ph.D. and advanced certificate in subject or area of assignment, add $253 per month to master's degree amount.

The remedies appear to be haphazard and short-range. The large number of teachers in the schools requires huge cost and often new taxation to afford significant increases or incentive systems. It is clearly an area of difficulty for legislators but it is as surely a central issue in education reform as any that can be mentioned.

Public Hearings

Public hearings held by the Task Force attracted a large number of organizations and individuals from around the State who submitted formal proposals and recommendations for consideration by Task Force members. A complete list of organizations heard by the Task Force and its Committees may be found in Section 3 of this report.

Recommendations ranged widely from specific concerns about curriculum to

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** Data from North Carolina State Board of Education Controllers Office, 1986.

broader concerns about education policy. An analysis of statements and recommendations received produced a number of central concerns and issues. They included the following:

- Develop alternative programs leading to teacher certification, particularly "fifth year" programs.
- Ensure that the preparation and induction of beginning teachers is a collaborative effort among institutions and schools.
- Emphasize the academic preparation of teachers in the liberal arts and sciences.
- Require a masters degree, if not for entry to the profession, for continuation in the profession.
- Establish an independent board for certification of teachers.
- Provide resources for faculty development.
- Establish a statewide system of continuing education and professional development for teachers.
- Require approved teacher education programs to be nationally accredited.
- Develop a Center for Educational Leadership to strengthen and coordinate the professional development of educational leaders in North Carolina.
- Restrict certification authority to approved programs.
- Increase admissions requirements for teacher education programs.
- Simplify the current certification process and reduce the number of certification areas.
- Strengthen vocational education teacher preparation programs.
- Reduce excessive regulation of teacher education programs.
- Create a long-range statewide plan for special education teacher preparation programs and require all teacher education students to complete a methods course in the education of exceptional students.
- Expand access to advanced graduate programs for teachers and school administrators.
- Strengthen and reaffirm the Quality Assurance Program.

Harold W. Heller
Task Force Member

Task Force Committee Reports

As has been indicated in an earlier section of this report on the work of the Task Force (Section 3), two Committees were formed to address different aspects of the legislative charge. A Committee on Programs addressed the matter of rigor in the courses of study undertaken by prospective teachers. A Committee on Standards reviewed current standards for certification of teachers and approval of teacher education programs.

The findings of the Committee on Programs led to 10 general recommendations to the Task Force in the following areas:

- Develop new models for the preparation of teachers
- Strengthen academic studies
- Form school-college partnerships
- Create incentive programs to attract and retain teachers
- Reward teaching as a profession
- Evaluate teacher performance
- Revitalize university education faculty
- Systematize continuing professional education
- Improve and simplify certification and program approval
- Improve coordination

A final report was submitted to the Task Force by the Committee on Programs in June 1986.

The findings of the Committee on Standards resulted in seven general recommendations to the Task Force in the following areas:

- Strengthen and enforce admissions standards
- Establish a professional practices board
- Revise program approval and accreditation procedures
- Require accreditation of public schools to participate in teacher preparation
- Stimulate development of new teacher education models
- Establish school-college partnerships to prepare and retrain teachers
- Strengthen the capacity of higher education to complete implementation of the Quality Assurance Program

A final report was submitted to the Task Force by the Committee on Standards in June 1986.

Information from Committee reports, public hearings, special staff studies, consultant reports, panel presentations and discussions among members at Task Force meetings constitutes the primary source of data for the formulation of recommendations to be found in the next section of this report.

Committee Studies

STANDARDS SURVEY

The Standards Committee of the Task Force surveyed university officials and other educators to gain information about the current Standards for Program Approval. Individuals responding were from institutions subject to the Standards, or who have served on visiting teams.

A summary of responses is listed below, in order of frequency mentioned:

1. There are many problems in the interpretation of standards.
2. The wording of the standards is ambiguous and leads to a diversity of interpretations and to difficulties for those who are preparing a self-study.
3. The standards force an institution to take a serious look at its programs periodically and to make adjustments.
4. Innovative and experimental programs, and consortium-based programs, have little appeal, and are perceived by non-participants to contain numerous disadvantages, particularly inadequate resources to initiate such programs.
5. Institutions of higher education (IHEs) that meet the accreditation standards of the National Council for the Accreditation of Teacher Education and the Southern Association of Colleges and Schools should be exempted from the state approval process on all standards that are duplicative.
6. The enforcement of standards has been largely absent during the past 20 years.
7. Improved specificity of the current standards is a greater need than additional standards.
8. Institutions need more resources in order to implement and document all the new requirements which result from implementation of the Quality Assurance Program.
9. The standards should be shifted away from process and toward product as much as possible.

10. The standards have less to do with quality and place greater emphasis on minimally acceptable programs.

11. The same standards should be met by persons who are certified through alternative routes as those from approved programs.

12. Changes need to be made regarding the role of the State Evaluation Committee in the program approval process.

CURRENT ADMISSIONS REQUIREMENTS SURVEY

The Committee on Programs surveyed the chief academic officers of the 44 institutions offering teacher preparation programs to gain current information on admissions and program requirements. Thirty-five institutions responded to the survey.

Among those programs, the total credit hours required for graduation ranged from 120-158. The average minimum credit hours for graduation was 127. The general studies requirements range from 36-74, with an average minimum of 45 credit hours. All institutions reported requiring passing scores on NTE's I and II, tests of Communication Skills and General Knowledge. Students are generally not admitted to teacher preparation programs until they have successfully completed at least 30 semester hours. Six schools reported requiring 60 hours and one school requires 72 hours. Most campuses have established a minimum Grade Point Average for admission to teacher preparation programs, ranging from 2.0 to 2.5 on a 4.0 scale. Other common entrance requirements include demonstrated proficiency in written and oral communication, and mathematics, evidence of good health, positive faculty recommendations, and adequate speech and hearing abilities.

TRANSCRIPT STUDY

This study provided a description of the general education and elective courses taken by candidates for teacher certification and a comparison of general education and elective courses taken by students seeking certification with those courses taken by equally qualified students not seeking teacher certification. It also compared courses in major fields of study taken by students seeking certification at the secondary level and students in the same majors who were not seeking certification. Results indicated that education graduates take a greater number of professional courses than are taken by non-education graduates as well as more history and physical education courses. Education graduates take fewer courses in the life sciences, physical sciences and social sciences. There were no differences between education and non-education graduates in courses taken in the mathematical sciences, the humanities and foreign languages. Also, education graduates tended to take more courses which neither require a prerequisite nor serve as prerequisites for other courses. Of interest to the Task Force was the great variability in the number and type of courses taken by education majors.

The Chancellor's Invitational Conference on Education

Task Force members attended all or a major part of this conference and a special meeting of the Task Force was held in Chapel Hill on May 23 to discuss the implications of the conference program for the work of the Task Force. A complete list of consultants at the Conference is included in Appendix 2. Highlights of the Conference are summarized here.

The most effective teachers are, in the words of Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, those who "deeply care about and enjoy their subject matter; teachers who are themselves constantly and actively engaged in learning their fields; who can share with students not just the utility of the subject, but their zest and love for language."

Christopher C. Fordham III
Task Force Member

Teachers also must understand their subjects. Mortimer Adler suggested that the teaching of facts is simply indoctrination, and that understanding comes only through discovery by the learner, which the teacher may aid through coaching, discussion and oral examination.

A debate about the art of teaching posed the question: Which is more important, knowledge of teaching methods or a thorough understanding of one's field of study? Denis Doyle of the Hudson Institute and David Berliner of the University of Arizona began the debate in separate corners and reached a similar destination: both are necessary. Irving Sigel of the Educational Testing Service emphasized that teachers need to understand how student learning is related to growth and development so that they can effectively design their teaching to match the students' level of understanding. Since all students in a class are not at the same level of development, knowledge of student development is vital.

Most participants in the conference argued that the professional training of teachers must be more clinically based, and that future teachers should receive most of their field training in the schools themselves. Others pointed out that some field experiences can be ineffective learning opportunities for the future teacher and that many crucial skills of teaching can best be practiced and improved by simulations in the safety of a campus setting, and then further developed in a real classroom.

In summary, conference presenters agreed that professional preparation should be based on:

- An undergraduate program and major that provides a thorough background in subject matter.
- A commitment to teaching accompanied by an appreciation of the role of oral discourse, questions and discussion for achieving understanding.
- Skills and knowledge in teaching techniques, classroom behavior and student evaluation based upon research on effective teaching.
- A knowledge of child development and learning capacity.
- Extensive clinical experience in teaching both on the campus and in the schools.

The Demand for Teachers in North Carolina

Over the next ten years, the number of full-time equivalent teaching positions in North Carolina public schools is projected to increase from 57,833 in 1985-86 to 67,969 in 1995-96. This is a 17.5 percent increase and includes all positions whether they are funded from state, local, or federal funds.

Most of this growth is due to the Basic Education Program (BEP), although some is due to enrollment growth which is projected to be a little more than two percent overall. Some reduction in locally funded teaching positions is assumed to occur as state funding for the BEP is applied to existing locally funded positions. Some reduction in federally funded positions is also assumed to occur in response to efforts to balance the federal budget. Reductions in locally and federally funded positions are projected to occur in the next five years, but not in the second five years of the decade.

In order to equilibrate teacher supply and demand in North Carolina public schools, the number of teachers needed to replace those who stop teaching plus those needed to fill new positions must equal the number of qualified teachers seeking jobs each year. Ideally, teacher supply and demand should be equal in all teaching fields and in all geographic areas, and not just in the aggregate. When inequalities exist, shortages are resolved by hiring teachers who are minimally qualified or by assigning or hiring teachers to teach out-of-field, i.e., in fields in which they are not fully certified. Because state regulations require that positions be filled in order to meet staffing ratios, no vacancies can be unfilled. When surpluses exist, they are resolved by rejecting some qualified applicants. Unfortunately, state information systems present little direct evidence of teacher shortages or surpluses other than counts of teachers employed out-of-field. This means that projections of teacher shortages or surpluses in particular teaching fields are somewhat difficult to interpret because it cannot be readily determined whether they build on a history of shortage, surplus or balance.

In an environment with no unfilled positions, teacher demand each year is equal to the estimated new hires needed to fill vacated and new positions. Table 5 presents ten-year projections of the number of full-time equivalent teaching positions, teacher turnover, and the number of new hires that are projected. The number of new hires is projected to reach 30,129 in the next five years, and then move to 30,769 in the second five years of the decade. The proportion of new hires due to turnover is projected to be 81 percent and 86 percent respectively, in the next two five-year periods. This suggests that reductions in teacher turnover could play a significant role in reducing teacher shortages.

William C. Friday
President Emeritus, The University of North Carolina

Table 5
FTE Teachers, Turnover and New Hires

Year	FTE Teachers	Previous Year Turnover	New Hires
1986–87	57,799	4,383	4,352
1987–88	59,563	4,334	6,104
1988–89	61,278	4,639	6,348
1989–90	62,573	5,393	6,699
1990–91	63,645	5,561	6,626
1991–92	65,448	5,092	6,895
1992–93	66,705	5,236	6,493
1993–94	67,139	5,336	5,770
1994–95	67,627	5,371	5,859
1995–96	67,969	5,410	5,752

SOURCE: *Teacher Supply and Demand in North Carolina Public Schools: 1986–1995*, by G. T. Barnes, C. C. Bass, & M. E. Wakeford, November 14, 1986.
NOTE: New hires may not equal the sum of turnover plus additional FTE teachers due to rounding.

TEACHER SUPPLY IN NORTH CAROLINA PUBLIC SCHOOLS

In the report *Classrooms Without Teachers?*, it is noted that the teacher work force nationwide increased by 48 percent between 1950 and 1970 and that teacher education graduates increased by almost 300 percent between 1960 and 1969. In North Carolina, the teacher work force increased by three percent between 1978-79 and 1985-86 and the number of teacher education graduates decreased by 34 percent. These comparisons suggest that changes in teacher work force are associated with magnified changes in new teacher output which are not always in the same direction as the change in work force. There are two reasons why this occurs.

First, not all teacher education graduates go into teaching. In fact, North Carolina data show that only one in four teacher education graduates in North Carolina in 1984-85 became a newly hired teacher in North Carolina public schools in 1985-86. This 25 percent yield rate means that it takes four teacher education graduates to fill one vacancy with a newly trained teacher. In times of accelerating increases in the teacher work force, the number of teacher education graduates must increase even faster.

Second, most newly hired North Carolina teachers are not newly trained North Carolina graduates. In 1985-86 there were 5,618 newly hired teachers in North Carolina public schools; only 1,045, or 18.6 percent, had completed a teacher education program in 1984-85 at a North Carolina college or university. The remaining 4,573 new hires were drawn from the existing stock of certified teachers who were not currently employed in a North Carolina public school, about 30 percent of whom received their training from out-of- state institutions. It is reasonable to assume that in times of overall teacher surplus this stock will grow, while in times of overall shortage it will shrink. National forecasts of teacher supply and demand suggest that the country began moving into a condition of shortage in 1982-83. This suggests that North Carolina probably cannot expect to draw more than 4,573 teachers per year from the existing reserve of certified teachers.

THE ARITHMETIC OF TEACHER SHORTAGES

It is clear from the foregoing discussion that the severity of the teacher shortage depends on four critical parameters:

1. The yield rate of new teacher education graduates.
2. The number of teachers drawn from the existing stock of unemployed teachers.
3. The number of teaching position vacancies due to turnover.
4. The number of teaching positions added by the Basic Education Program.

It also depends on the assumption that teacher production by North Carolina colleges and universities will not fall below 4,181 per year.

What then are the prospects for North Carolina in the coming decade? Data for 1984-85 show that North Carolina colleges and universities produced 4,181 persons who completed a teacher education program. Preliminary 1985-86 data show little change in output. Of the 4,181 completers, 661 were employed in 1985-86 but were already certified and employed in 1984-85 and thus were not new additions to the supply of teachers; 1,045 became newly hired teachers in 1985-86; and the remainder were not employed in North Carolina public schools in 1985-86. Under the assumption that the level of production continues at 4,181 each year over the next five years, and that 4,573 previously trained teachers are recruited each year to fill vacancies, there will be 20,905 teacher education graduates who are potentially available to fill 7,264 unfilled vacancies. For this to occur, the yield rate would need to increase from 25 percent to 35 percent (i.e. 7,264 divided by 20,905) in each year of the five-year period. If the yield rate were to remain unchanged, then the number of teacher education graduates would need to increase by 1,632 per year, or 39 percent, during each of the five years. This is because the five-year shortage is 408 teachers per year if 7,264 are needed overall and only 1,045 per year enter teaching after completing their teacher education program. When the yield rate is 25 percent, colleges must increase their production by 1,632 each year in order to produce the needed 408 teachers. The calculations are nearly identical for the second five-year period and thus are not repeated.

FIELDS WHERE SHORTAGES ARE LIKELY TO OCCUR

Five-year projections by the State Department of Public Instruction of new hires by teaching field have been compared to five-year projections of new teacher education graduates by teaching field. Also, historical data comparing new hires by field to new teacher education graduates by field suggest that some fields have experienced shortages in the recent past. These shortages are corroborated by data on out-of-field teaching.

Fields which are likely to experience above average shortages are: reading, English, mathematics and computer education, chemistry, physics, general science, political science, geography, economics, general social studies, French, Spanish, Latin, vocational business education, vocational handicapped and instruction of the academically gifted and homebound/hospitalized. Not all of these shortages are likely to be severe. A comparison of the size of the shortage to the number of currently certified reserve teachers reveals an excess of the former over the latter in the case of *mathematics and computer education, chemistry, physics, political science, economics, Latin, vocational handicapped,* and instruction of the *academically gifted* and the *homebound/hospitalized*. These fields are likely to experience severe shortages.

LIKELY CHANGES IN THE COMPOSITION OF THE TEACHER WORK FORCE

In 1985-86, 19 percent of employed public school teachers in North Carolina were black, but only 12 percent of newly hired public school teachers were black, and only nine percent of newly hired public school teachers who completed their teacher education program in 1984-85 were black. This pattern suggests that the minority composition of the teacher work force will continue to decrease in the near term.

The proportion of teachers in the work force who have received at least one degree from a North Carolina institution was 85 percent in 1985-86, but only 70 percent of newly hired teachers have received at least one degree from a North Carolina institution. This suggests that North Carolina has been able to recruit a growing number of teachers from out-of-state but whether this trend can continue in the face of teacher shortages nationwide is unknown.

Given this study's forecast of teacher staff levels, turnover, and new hires, and given its assumption that conditions affecting teacher supply in North Carolina will remain as they were in 1984-85, then North Carolina can expect a cumulative shortage of 2,039 teachers between 1986-87 and 1990-91, and a cumulative shortage of 2,679 teachers between 1991-92 and 1995-96. But these "givens" are far from certain. Analysis of supply and demand projections reveals that these shortages could be eliminated by any one of the following events:

1. a reduction in the projected annual teacher turnover rates of one percentage point or more,
2. an increase of 39 and 51 percent per year, respectively, in the number of new teacher education graduates during the next two five-year periods,
3. an increase in the new teacher yield rate from 25 percent to 35 percent,
4. an increase of 408 or more per year in the number of reserve teachers who enter public school teaching after an absence or after having taught in another state, *or*
5. a delay in the implementation schedule for the Basic Education Program.

Data on past trends in education degrees conferred suggest that expanded output of new teachers is clearly within the historic capacity of North Carolina's colleges and universities as demonstrated by the fact that the number of such degrees has decreased by 38 percent during the last decade. Also, the needed increase in new teacher education graduates is small compared to the increase of almost 300 percent which occurred nationwide between 1960 and 1969. All things considered, therefore, it is reasonable to assume that North Carolina can eliminate teacher shortages in the aggregate by adopting policies which encourage any of the five events above to occur.

Teacher shortages in certain teaching fields are likely to remain, however, long after shortages in the aggregate have been eliminated. This is because many fields in which shortages are projected to occur during the next five years have experienced shortages already. In fact, in fields which are projected to experience severe shortages, the size of shortage exceeds the 1985-86 count of persons who are certified in these fields but are not presently employed by a North Carolina public school.

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Gary T. Barnes
Task Force Staff Associate

CONCLUSIONS

In general, policies which increase enrollments in teacher education programs, raise the yield rates of their graduates, reduce turnover rates for currently employed teachers, or encourage entry or reentry into teaching from the reserve of currently certified persons who are not currently employed by a North Carolina public school, can all reduce teacher shortages. In addition, the publication of timely projections of teacher supply and demand can by itself help to reduce teacher shortages. This happens because it provides needed information to students about prospective job opportunities which raises their *expected* earnings from a teaching job. This occurs not because graduates anticipate the need to increase salaries to reduce shortages, but because it increases the graduate's chances of finding a job in his/her field following graduation. However, publication of supply/demand studies alone cannot eliminate shortages. The following recommendations are presented in order of increasing costs.

1. A data system to monitor carefully the number of students in the teacher education pipeline and their entry into teaching needs to be continued and strengthened. Such a system was begun in 1984-85 and supports much of the analysis contained in this report. Without it, the impact of many Task Force recommendations on teacher supply could not be gauged. The system should include data on failure rates on teacher licensing exams.
2. Projections of teacher supply and demand should be prepared biennially, in time to support any new legislative initiatives to deal with identifiable teacher shortages. Such reports should present data on the incidence of out-of-field teaching by field.
3. The State Board of Education should expand its computerized job matching service in order to link new teacher education graduates with position vacancies in every North Carolina public school.
4. The State Board of Education should consider recruiting teachers with certifications in shortage areas who are not presently employed by a North Carolina public school by writing to them directly. The correspondence should seek to update and verify file data, determine present employment status, and provide information about current shortage areas and any programs which might support the person's entry or reentry into public school teaching.
5. The State Board of Education should consider the feasibility of surveying a sample of currently employed public school teachers to determine which factors that are amenable to state policy could be manipulated in order to increase teacher satisfaction and reduce turnover.
6. The State Board of Education should give strong consideration to devising a salary scale which provides for stipends to be paid to teachers certified in fields that are officially designated as shortage fields. The stipend should be paid on that portion of a teacher's courseload which is in a shortage field and should last as long as the most recent biennial supply/demand report indicates that it is a shortage field.

The full report on *Teacher Supply and Demand in North Carolina Public Schools: 1986-1995* may be obtained by writing the Vice President for Planning of The University of North Carolina.

5. TASK FORCE RECOMMENDATIONS

The Task Force reviewed its findings and has developed general recommendations in areas in which significant reform is urgently needed. In this section, the general recommendations are grouped according to the area of needed educational reform. In the next section (Section 6), recommendations are grouped according to the particular agency or organization that is thought by the Task Force to be the appropriate agency to implement them, together with an estimate of the cost of implementing the recommendations.

The principal thrust of the recommendations is the reform and improvement of teacher education programs at the undergraduate level. Recommendations are made in seven areas, each of which is directed toward strengthening the preparation of teachers in North Carolina and making teacher education programs more effective.

The first area addresses the need to reform teacher preparation programs by emphasizing academic studies, strengthening admissions standards, strengthening the professional training components of teacher education and encouraging more collaboration among schools and colleges in operating teacher preparation programs.

The second area recognizes the need to improve the Quality Assurance Program and suggests steps to be taken to strengthen its effectiveness.

The third area describes ways to improve the current procedures for certifying teachers, for revising the process for administering certification tests, and for approving teacher education programs.

The fourth area focuses on ways of improving continuing professional education and coordinating existing special programs directed toward the professional development of teachers. The fifth area identifies incentive programs to attract and retain good teachers for the schools, including teacher salary and teacher education scholarship programs, especially for minorities.

Donald J. Stedman
Task Force Staff Director

The sixth area emphasizes the importance of school-college partnership development to enhance the quality and effectiveness of teacher preparation programs.

Finally, a seventh area addresses the need to strengthen and revitalize teacher education program faculties and suggests ways to help make teacher education programs more effective.

Reform of Teacher Education Programs

The Task Force received a large number of proposals from many individuals and organizations concerning the need to reform teacher education programs. In addition, the Task Force and each of its Committees completed special studies of alternative proposals being offered by several state, regional and national organizations, including the North Carolina Association of Colleges for Teacher Education, the North Carolina Association of Educators, the North Carolina Association of School Administrators, the Holmes Group, and the report of the Carnegie Forum Task Force on Teaching as a Profession.

The Task Force Committees also heard from special consultants invited to make presentations on current teacher education program models being tried elsewhere in the nation. Alternative proposals reviewed included fifth-year programs, six-year program models, innovative undergraduate programs, specialized internship models, and others.

The Task Force has weighed carefully the various proposals, alternatives and recommendations on restructuring and reforming programs for the preparation of teachers and agrees on the following principles:

- Stronger standards, conscientiously applied, and not longer periods of study, offer the most promising solutions to our problems. The undergraduate or baccalaureate level model is a valid concept for the professional preparation of teachers. However, in the undergraduate program, the standards of teacher education programs must be higher and more vigorously applied.
- Greater emphasis must be placed in the teacher education curriculum on the arts, sciences and humanities. Teachers must be as well educated as they are well trained.

A. Craig Phillips, *State Superintendent of Public Instruction*, B. Irvin Boyle, *Task Force Chairman*, Representative Edward N. Warren, *Task Force Member*

- The professional education core curriculum requires improvement and strengthening to assure that all teachers have sound training in child development, in effective methods of teaching, and a full understanding of the operations of schools. This will require closer cooperation and joint curriculum development between University-based teacher education programs and the world of practice in the public schools.
- The process for certifying teachers has become excessively complex and should be simplified and reorganized to allow greater flexibility to institutions in the preparation of teachers.
- The process for the professional certification of teachers has become unnecessarily entangled with academic degree programs. Steps should be taken to ensure that certification requirements do not drive academic program design and to ensure that credentials are not a substitute for academic substance.

ACADEMIC STUDIES

The Task Force believes that it is necessary to strengthen the academic programs of students preparing to teach by providing a more rigorous program of undergraduate study in the arts, sciences and humanities as a necessary foundation for professional teacher education and continuing professional education and career development.

It is recommended, therefore:

1. That all undergraduate teacher education students in early childhood education, elementary education, middle grades education, special education, and all other education degree programs also complete a second major in one of the basic academic disciplines or an interdisciplinary major;

2. That all undergraduate students preparing for teaching in the secondary schools (grades 9-12) complete a major in one or more of the basic academic disciplines as well as the necessary professional training. The professional training could be accomplished in specially designed fifth-year programs, M.A.T. programs, other variations of current professional secondary teacher preparation programs, or undergraduate minors;

3. That all specially designed undergraduate courses in the basic fields of study offered only for education majors be eliminated;

4. That formal admission to undergraduate teacher education programs be granted only after at least four semesters or two academic years of full-time study or completion of the required general studies program.

Implementation of these recommendations would assure that all teacher education students meet the same undergraduate general studies program requirements as those required for all majors at their institution. It would assure that students preparing for teacher education have completed (1) a sound general studies program and (2) a major in a substantive field of study as well as (3) the professional sequence of education courses.

Implementation of these recommendations would also significantly increase the flexibility of the teacher work force, provide more employment options, enhance the attractiveness of graduates who wish to achieve certification at the elementary and also the secondary levels of education, and lead to a sharp reduction in current attrition rates of teacher preparation programs.

ADMISSIONS STANDARDS FOR TEACHER EDUCATION PROGRAMS

The Task Force believes that it is necessary to improve the quality and to assess the aptitude of students entering teacher education programs, to increase the percentage of teacher education program graduates admitted to the teaching profession, and that the current standards for admission to teacher education programs need to be strengthened.

It is recommended, therefore:

5. That the score requirements on Core Batteries I and II of the National Teacher Examination be raised from the current level to at least the 35th percentile, based on a validation of the tests (I and II) in North Carolina. This increase should be phased in over a three-year period;

6. That a minimum overall grade point average in general studies courses of 2.50 on a 4.00 point scale, by the end of the fourth full semester of study, be established as a requirement for admission to teacher education programs. This should be required beginning with entering freshmen in the fall of 1988;

7. That procedures be developed which assess aptitude for teaching to assist admissions, counseling personnel, and faculty in the selection and advisement of prospective teacher education students.

Raising eligibility standards will stimulate the development of improved recruitment, counseling and selection activities and will result in more effective preparation for students seeking admission to teacher education programs and to the profession.

TEACHER EDUCATION PROGRAMS

The Task Force has reviewed a number of proposals for reform of the current principal model for preparing teachers, i.e., the undergraduate model represented in the Quality Assurance Program adopted in North Carolina in 1981.

It is the opinion of the Task Force that the best course of action in the near term is to strengthen the existing undergraduate programs. Of particular interest to the Task Force are models that capture the requirements of (1) a strong liberal arts program prior to professional education study, (2) a strong professional knowledge core, and (3) well supervised clinical training in the schools for initial certification and entry to the profession.

The Task Force also feels that, given the demand for teachers in the foreseeable future, it is not prudent for institutions to limit teacher preparation programs at this time to a single model at any level of training. Therefore, continued development of post-baccalaureate programs should be encouraged, particularly to provide advanced graduate degree opportunities for career teachers and special programs for persons seeking to enter the profession through "lateral entry" or who seek to reenter the profession after working outside the teaching profession for some period of time.

It is recommended, therefore:

8. That there be a strengthening of the professional knowledge core curriculum in the undergraduate education major. The professional core should include but not be limited to:

- *history, philosophy, sociology of education*
- *learning theory and child development*
- *computer and technology applications*
- *diagnostic teaching and testing*
- *classroom research methods and research utilization*
- *parent counseling and classroom behavior management*
- *cultural diversity*
- *special educational needs of exceptional children*

9. That greater use be made of the summer periods after the sophomore, junior and senior years of college when many teacher education students can undertake paid supervised teaching activities in selected public school summer programs offered by local school systems under the Basic Education Program.

Learning the methods of teaching during these summer periods might provide a more timely and productive experience under better supervision than now seems possible in the 9-12 week student teaching experiences offered during the regular academic year. Instituting this practice would have the effect of freeing up valuable time during the third and fourth academic years of the undergraduate program for advanced studies in academic and professional areas, perhaps as much as 18 to 21 semester hours.

It is recommended, therefore:

10. That a strong supervised teaching experience take place in the first year or two of full-time professional teaching in the schools in addition to that required in the current teacher education programs;

11. That emphasis be placed, in the professional training of prospective teachers and in their continuing professional education, on techniques and methods for motivating students to learn and to achieve;

12. That there be cooperative development of one- and two-year clinical teaching programs in the public schools, such programs to be limited to colleges and *school systems with adequate resources and commitments for conducting effective teacher education programs.*

Quality Assurance Program Improvement

The current fundamental framework guiding the preparation of teachers in North Carolina is the *Quality Assurance Program*. The Task Force reviewed the origin, history and current status of the Quality Assurance Program (QAP) in this report to understand fully what is now in place as a framework for policies and standards for preparing, certifying, and providing for the continuing professional education of teachers in our State. Also, the Task Force addressed the matter of implementation of QAP and several of its recommendations suggest ways to improve it.

After conducting a review of the Quality Assurance Program (QAP) and the current status of its implementation, the Task Force remains firm in its belief that the Quality Assurance Program concept is a valid one and that the Program should continue to be put in place and supported by the Board of Governors, the State Board of Education, the General Assembly and the independent colleges and universities in North Carolina.

However, the Task Force feels that the QAP could be refined and improved in several ways. First, the certification and program standards revised under QAP and adopted by the State Board of Education in September 1983, while generally sound, have led to an increase in the complexity and number of certification areas rather than a reduction in the number of certification areas. In this regard, each institution of higher education should conduct regular reviews of its education degree programs to discover the extent to which the "minimum competency" approach of teacher certification and program approval standards may have led to the development of academic programs limited to a set of minimum instructional requirements for producing graduates to meet minimum standards and take steps to strengthen academic programs found to be in need of improvement. Further, teacher preparation programs should be reviewed regularly to be sure they are not spreading themselves over so many specialty areas of preparation that they have weakened the overall

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program, or that limited faculty resources are overinvested in programs producing graduates who are neither interested in nor prepared for public school employment.

Second, the implementation of QAP, thus far, has not been conducted with the degree of joint and collaborative effort envisioned in the Program endorsed by the Board of Governors in 1981. Collaboration and partnership development are difficult work and require patient planning, dedicated workers and adequate resources. A special mechanism is required to coordinate and evaluate program components as they are put in place. Examples related to QAP are the Teacher Performance Evaluation System and the Initial Certification Program for beginning teachers.

Third, while the QAP was endorsed and supported by the two Boards and the General Assembly, it has not achieved the level of funding required to put it effectively in place. There are several areas where significant new resources are required including (a) funding for administrative personnel and support resources for teacher education programs to assure that adequate recruitment, selection, advisement, testing, and reporting systems are in place at each institution to implement QAP and (b) assurance that there are adequate staff and resources available to institutions to work collaboratively with the public schools.

The Quality Assurance Program provides a solid underpinning for the preparation of teachers in North Carolina. It deserves reconfirmation as the basic framework within which programs are developed and evaluated. And, it requires more investment and support for its implementation and refinement than it is now commanding.

It is recommended, therefore:

13. That the State Board of Education and the UNC Board of Governors establish a joint council or commission to oversee the further refinement and implementation of QAP, and to assure collaborative planning and evaluation activities among institutions of higher education, the public schools, state agencies, the business community and other relevant agencies and organizations;

14. That the capacity of colleges and universities to implement the Quality Assurance Program be strengthened by the provision of new resources to provide additional administrative personnel and support resources required to meet new standards for certification and reporting requirements. Such action would help assure more effective administrative operations in Schools and Departments of Education resulting in more effective use of instructional faculty.

Teacher Certification and Program Approval

The State Board of Education is responsible for the establishment and enforcement of standards for certifying teachers and for approving and continuing teacher preparation programs in colleges and universities in North Carolina.

Certification standards are developed and administered by the Division of Certification of the State Department of Public Instruction.

Program approval standards are developed and administered by the Division of Program Approval of the State Department of Public Instruction.

At present, the system of awarding teacher certification in North Carolina is based primarily on completion of an approved program of study at an institution of higher education. However, there are currently at least *five* avenues to certification of teachers for employment in the public schools of North Carolina.

TEACHER CERTIFICATION

The most frequent method of preparation for teacher certification is through the "approved program", that is, completion on a full-time or part- time basis of a formal program of study at an institution of higher education approved by the State Board of Education in accordance with certain specified standards and guidelines*. Graduates of approved programs must pass a written examination (NTE) to be certified for an initial period of two years. To qualify for continuing certification for a five-year period, teachers who are granted initial certification must complete a special training program (Teacher Effectiveness Training) while working full-time as a beginning teacher.

In addition to the "approved program" route, there are four other possible methods of obtaining initial certification. Each offers an opportunity to bypass the "approved program." Two of the four alternatives, certificate endorsements and lateral entry procedures, originate at the local school system level. Two others, direct certification and reciprocity, originate in the State Department of Public Instruction.

Certificate endorsement procedures provide that a local school superintendent may recommend endorsement at the secondary level for persons who already hold a certificate but who do not meet regular certification requirements in the additional area but who have at least 18 semester hours of study in the subject matter area in which "endorsement" is sought. Up to 9 semester hours of the 18-hour requirement may be satisfied by past teaching experience which in the judgment of the local school administrator is an academic equivalent of 9 semester hours of study. The State Department of Public Instruction must approve the Superintendent's recommendation.

Lateral entry procedures provide for exemption of persons from any formal teacher education prior to employment as a teacher. To qualify for lateral entry certification, a person must first be employed by a local school system. The person must have a baccalaureate degree from a regionally accredited institution of higher education, must complete an approved program of teacher education within five years, and pass the appropriate subject matter area test of the NTE at its next scheduled administration.

Direct certification of applicants for initial teaching certificates is a method of certifying persons who have not completed an approved teacher education program. This is essentially a procedure for examining the experience, academic transcripts, and other data to judge whether a person has equivalent credentials to those achieved by completing approved programs. Certification is granted directly by the State Department of Public Instruction.

Reciprocity is a procedure for initial certification of applicants for North Carolina licensing based on prior agreements with other states with similar licensing standards. North Carolina holds reciprocity agreements with 38 other states, some with various contingencies or exemptions from North Carolina requirements.

In reviewing the various avenues to certification in North Carolina, the Task Force noted a current of serious concern with irregular routes to certification other than through the State Board of Education's "approved program" procedures. By one estimate, nearly "40 percent of newly hired teachers are not graduates of an approved" program. Approximately 25 percent of newly hired teachers in 1985-86 came from out of state and about 15 percent were certified under lateral entry procedures.

Reciprocity and direct certification procedures are considered by the Task Force to be open to review by the State Department of Public Instruction. The lateral entry and endorsement procedures are of concern also because of the wide range of judgment permitted to estimate the qualifications and training needs of persons already employed to teach in areas where they have had little or no experience or training. In some reports, "lateral entry" teachers were said to be employed in areas

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* Standards for the Approval of Teacher Education Institutions and Programs in North Carolina, North Carolina State Department of Public Instruction, September 1983.

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of teacher surplus or where otherwise qualified teachers were available for employment. Regardless of the validity of these assertions, discomfort with the practice is widespread among teacher educators and a serious review of all avenues to certification other than the "approved program" route is needed.

Furthermore, the past 20 years have seen the development of competency- based curricula, more complex policy, procedural and reporting requirements, the advent of QAP and specialized programs for teacher performance evaluation, the initial teacher certification program, career ladder programs, and other reforms. The capacity of the current administrative arrangements for the certification of teachers and for the approval of programs has been overwhelmed by the changes and the need for further reform in education. And, while every effort has been made to cope with change, it is increasingly apparent that a new arrangement is required to respond to the greater and more complex needs of today.

The Task Force feels that there is a need to establish an improved process for the licensure of teachers, for setting standards for teacher certification, for regularly revising standards and competencies through a joint cooperative process among colleges, schools and other organizations, for monitoring and periodically evaluating the quality and effectiveness of teacher preparation programs, and for maintaining adequate records and information required to inform studies of the demand for teachers, the effective supply of teachers, and characteristics of the teacher work force.

The State Board of Education should maintain its authority for certification, through a professional practices commission, and for institutional program approval using reports submitted from national accreditation reviews, the performance of teacher education program graduates on certification examinations, the results of teacher performance evaluations, and such other measures and sources of information it deems useful and valid.

It is recommended, therefore:

15. That the State Board of Education appoint a Professional Practices Commission *under its direct authority, which will assume responsibilities for certification of teachers and administrators. Membership on the Commission should include teachers, school administrators, college and university faculty and such other professional members as might best serve the objectives of the body. The Commission should include a minimum of 14 members of whom at least 50 percent must be elementary and secondary teachers.*

Implementation of this recommendation would strengthen and assure the involvement and participation of teachers, administrators, university, and other representatives in the development of standards and in the streamlining of certification procedures. It would serve to increase the prestige of teachers and of the teaching profession, assure more adequate and timely reporting and management of information on certification and the supply and demand for teachers, and assure that standards for certification are maintained that are closely related to teacher competencies required to successfully implement the Basic Education Program.

If the *National Board for Professional Teaching Standards* proposed by the Carnegie Forum Task Force on Education and the Economy completes its work, including the creation of regional and state membership structures, then the establishment of a Professional Practices Commission in North Carolina would better position the State to consider the standards and licensure procedures the Forum is developing.

This would be a new agency charged with licensing standards and procedures. It would report to the State Board of Education and its actions would be subject to State Board approval. The new Commission would provide the advantage of locating accountability for licensing and accreditation in a single, identifiable agency rather than having it spread across several units within the State Department of Public Instruction, the State Evaluation Committee, and the State Advisory Council on Teacher Education.

This new Commission would operate similarly to the Competency Testing and Annual Achievement Testing Commissions, and would be adequately staffed and financed to effectively meet its obligations and responsibilities. The members of the new Commission should represent higher education, the public schools, university faculty in arts and sciences and professional education, teachers and school administrators. Members should be selected for their demonstrated professional competence.

Finally, the Commission would help eliminate "irregular certification" and reduce the practice of misassignment of teachers resulting in "teaching out of field." It would simplify the currently complex set of certification areas. And, it would help establish a system for accrediting public and private elementary and secondary schools seeking to participate with colleges and universities in the preparation of teachers.

It is recommended, therefore:

16. That the Professional Practices Commission set standards and guidelines for certification to be administered only through institution-based teacher education programs approved by the State Board of Education, including procedures for testing candidates for initial certification;

17. That all initial certification be recommended by certification officers of approved programs and that no irregular initial or continuing certification be authorized by other than such certification officers, either at the state or the local education agency level.

THE ADMINISTRATION OF THE LICENSING EXAMINATION

The North Carolina General Assembly requires that a test be used to certify teachers for employment in the public schools. The State Board of Education has selected the National Teacher Examination (NTE) for that purpose.

The NTE is administered three times annually at several locations, usually high schools or colleges, on the same dates throughout the state, under the general supervision of the State Department of Public Instruction. Examinees must designate recipients of their scores on the NTE and authorize reporting to any institution or agency.

The NTE consists of three Core Batteries. A person preparing to *enter* a teacher education program in a college or university in North Carolina must pass Core Batteries I and II. To be initially certified and employed as a teacher in a public school in North Carolina, a person must pass Core Battery III. Core Battery I (Communications Skills) *and* Core Battery II (General Knowledge) are usually taken at the end of the sophomore year. Core Battery III (Professional Knowledge) is usually taken upon completion of the senior year of the degree or certification program. Minimum scores required to pass each of the Core Batteries are set by the State Board of Education. Current requirements are a minimum of *636* on Core Battery I, *631* on Core Battery II, and *644* on Core Battery III.

The requirement that students intending to be admitted to teacher education programs first successfully pass Core Batteries I and II was established by the State Board of Education, with the endorsement of the UNC Board of Governors, in March 1983 and was effective with freshmen entering all public and private institutions in North Carolina in Fall 1983. Candidates who already hold a baccalaureate degree are exempt from the State Board of Education requirements for Core Batteries I and II on the assumption that completion of baccalaureate studies provides evidence of adequate mastery of general knowledge and communications skills tapped by the NTE. Nevertheless, several institutions require that candidates with baccalaureate

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degrees pass Core Batteries I and II prior to admission. No candidate is exempt from Core Battery III.

The Board of Governors Task Force on the Preparation of Teachers has considered the standards for admission to teacher education programs, including the current use and requirements of the NTE. It has considered the organization of the licensing or certification testing process as well and is concerned that it be carried out in a manner similar to other professional licensing activities in our State such as nursing, law and medicine. It is also interested in a testing and evaluation process that will produce information to gauge the effectiveness of programs and to help improve them.

In recent years, the results of the teacher certification test program have drawn periodic attention because of unacceptable pass rates at certain institutions. Reports have often been incomplete or confusing and procedures lack uniformity. Public opinion and public policy are formed by these reports, and since licensing procedures are of critical importance in determining who enters teacher education programs, who enters the profession, which institutions are maintaining effective teacher preparation programs, and what information is available to help improve teacher preparation programs, it is very important that these procedures be well planned and organized and carried out in a serious and professional manner.

It is recommended, therefore:

18. That steps be taken to improve the program for administering the teacher certification examination (NTE) in North Carolina as follows:

a. Establish examination centers for administration of Core Battery III and Subject Area Specialty Examinations of the NTE only at institutions with approved teacher education programs;

b. Establish examination centers for administration of Core Batteries I and II of the NTE only at institutions with approved teacher education programs and at two-year institutions with college transfer programs;

c. Restrict examinees to those with written permission to sit for any portion of the examinations from the Dean or Director of an approved teacher education program or from the Academic Dean of a two-year institution with a college transfer program;

d. Establish a verification process whereby approved teacher education programs will be assured that reports of test scores are timely and accurate and that score results are assigned appropriately to institutions.

PROGRAM APPROVAL

To initiate or continue a teacher preparation program in North Carolina, an institution of higher education must be accredited by the Southern Association of Colleges and Schools and meet the current standards for program approval set by the State Board of Education. Regular and periodic campus visitations and reviews are conducted by the State Department of Public Instruction to ensure that standards are being met and that the courses of study are sufficient to provide the competencies necessary for program graduates to be certified and to be effective teachers. No standards for program approval exist for assessing the capacity of local school systems to collaborate effectively with university-based programs.

A special advisory group provides assistance to the State Department and the State Board—the State Evaluation Committee.

Specific information on certification and program approval standards adopted by the State Board of Education in 1983 is provided in *Standards for the Approval of Teacher Education Institutions and Programs in North Carolina.*

The Task Force concluded that the process for approving teacher education programs would be improved by simplifying the current procedures, placing more emphasis on external sources of program review and focusing on assessment of the performance of teacher education program graduates to evaluate program effectiveness.

It is recommended, therefore:

19. That the State Board of Education continue to have the authority for institutional program approval. This approval should be based on information submitted from national accreditation reviews by the National Council on Accreditation of Teacher Education (NCATE), the performance of teacher education program graduates on certification examinations, the results of teacher performance evaluations of graduates of approved programs, and such other measures and sources of information as the State Board of Education deems useful and valid.

It is further recommended that the State Board require (1) that all approved programs achieve national accreditation by 1990 under the recently revised and strengthened standards of NCATE and (2) that, once established, approved teacher certification programs be expected to maintain a pass rate of 70 percent on the examination required for initial teacher certification. Programs unable to meet this level of productivity should show cause why they should not be discontinued. Under this process, the fee for national accreditation should be borne by the State Board of Education.

Although accreditation procedures for state-level program approval as provided in Standards for the Approval of Teacher Education Institutions and Programs in North Carolina *would no longer be used, the State Board of Education should assure that the new procedures are appropriately administered and respond to the needs of the public schools of North Carolina;*

20. That the State Board of Education set specific standards to improve the capacity of public school systems to participate in teacher education programs and require local school systems to meet these standards in order to participate in the professional preparation of teachers. Funds should be provided to the State Board of Education for allocation to qualifying school systems to enable them to participate as full and effective partners with approved programs at institutions of higher education;

21. That the State Board of Education complete the development and financing of a statewide teacher performance evaluation system and use the results of periodic evaluations of teachers, especially during their early years of teaching, to make evaluative inferences about the effectiveness of the teacher education programs from which they were graduated and to provide feedback to institutions for purposes of constructive reform and improvement of the programs evaluated.

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Valid, useful and consistent methods for assessing the effectiveness of classroom teaching abilities must be developed and implemented in North Carolina's public schools. Such methods are not only valuable in evaluating teachers but also supply the information necessary to evaluate teacher preparation programs and institutional effectiveness.

Implementation of these recommendations would help strengthen teacher education programs and make Colleges of Education more effective. The effect would be to concentrate on performance of the graduates of programs to assess program effectiveness and to discontinue the current procedures for periodic campus visitations as sources of information on the strength and effectiveness of teacher preparation programs with the resulting savings in resources to institutions and to the

State Board of Education applied to improving and strengthening teacher education and teacher performance evaluation systems. And, although state-level accreditation procedures for program approval would no longer be used, the State Board of Education would continue to exercise its authority and responsibility for program approval through appropriate administrative oversight to assist in NCATE accreditation procedures and to obtain such other information and reports as may be required by the State Board of Education.

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Continuing Professional Education and Coordination

Chief among the concerns of the Task Force is the lack of a coherent system for providing continuing professional education for teachers that could combine the many talents and resources of higher education, the State Department of Public Education, and local school systems. There is an urgent need for a network of teacher education programs (school-college partnerships) that would form a statewide continuing education activity to further the continuing professional development of teachers.

A system of continuing education should focus initially on three important areas: (1) a rationalization of "lateral entry" programs, (2) the initiation of in-service training to assist teachers in developing critical thinking skills in students, and (3) expanding opportunities for teachers and administrators to pursue advanced graduate level studies in Education.

LATERAL ENTRY

The concept of lateral entry to the teaching profession is a constructive and useful strategy for attracting bright, capable and experienced persons into teaching. However, the current practices and procedures for establishing lateral entry programs need to be better organized and more regularly evaluated to assure that those who seek to enter the profession through this avenue are given adequate training and supervision and that the rights and educational expectations of public school students are met and secured. Lateral entry should be restricted to areas of teacher shortage, either by number or distribution, and training for lateral entry teachers should be confined to an organized program of study in a limited number of approved teacher education programs. Lateral entry programs should be coordinated in a statewide continuing education system, and a registry of persons employed under lateral entry procedures should be maintained to monitor the effectiveness of the program.

CRITICAL THINKING SKILLS

Similarly, if the Basic Education Program is to be implemented effectively, a systematic, statewide continuing education program for teachers focusing on ways to stimulate critical thinking skills in students must be established. This effort would require the formation of a consortium of existing agencies and organizations to assure a maximum statewide effort. Such a consortium should consist of universities, public schools, the State Department of Public Instruction, the UNC Mathematics and Science Education Network, the North Carolina Center for the Advancement of Teaching, the Rural Education Programs, the Frank Porter Graham Child Development Center, and other appropriate educational research and training programs.

TEACHER-PRINCIPAL RELATIONS

It was of interest to the Task Force that in the course of its work, it encountered frequent requests and recommendations to provide orientation for teachers in school administration. This was seen as desirable to help assure an understanding of the role of the principal in relation to teachers, the role of the teacher in relation to planning and administering school programs, and ways in which teachers might participate in educational program planning and evaluation and academic program decision making for which the principal is responsible. Teachers have a right to effective leadership and they have a responsibility to share in the efforts of principals to develop effective schools.

COORDINATION

Over the past few years, several excellent programs have been established to help reform and improve education and teaching. These programs have an important role in the overall strategy to improve teaching in the schools and to assure continued professional education of the highest quality. These programs include the North Carolina Mathematics and Science Education Network, the North Carolina Center for the Advancement of Teaching, the Principals' Executive Program, the Rural Education Programs, the Beginning Teacher Program, and others. These programs need to be articulated with each other and coordinated with the overall statewide reforms in teacher preparation that may result from this and other reports.

It is recommended, therefore:

22. That the Board of Governors and the State Board of Education jointly develop activities to accomplish the following:

a. Working through approved teacher education programs, develop an organized and supportive program for persons seeking to enter the teaching profession through "lateral entry" procedures.

b. Form a consortium of existing agencies to provide an effective continuing education program for teachers on methods of stimulating and developing critical thinking skills in students.

c. Provide continuing education programs for classroom teachers in how to work more effectively with principals and educational leadership and how to participate effectively in the management, evaluation and governance of the schools.

d. Coordinate the work of recently developed programs, including the Mathematics and Science Education Network, the Rural Education Programs, the North Carolina Center for the Advancement of Teaching, the Principals' Executive Program, and others, which are designed to strengthen teacher effectiveness through continuing professional education;

23. That funds be provided to the State Board of Education to support these and other continuing education programs for classroom teachers and school administrators.

PROGRAMS FOR ADMINISTRATORS

The Task Force has necessarily given attention to the continuing education needs of school administrators. Its interests and responsibilities have been directed to those issues and needs related to the preparation of classroom teachers, but the success of whatever is done to strengthen the teaching profession is profoundly influenced by the effectiveness of school administration. Thus, there is a clear need to ensure strong programs for the preparation of key administrative personnel—principals, superintendents and others with comparable responsibilities.

The University has taken important actions in recent years to meet this need. The Principals' Executive Program, a major new step in continuing professional education, has been established by the Board of Governors in the Institute of Government at the University of North Carolina at Chapel Hill. Another initiative has been the establishment of an Ed.D. program in Educational Administration offered by UNC-Chapel Hill at Charlotte in cooperation with UNC-Charlotte. This venture was so successful that similar cooperative Ed.D. programs are now offered by UNC-Greensboro at the Asheville Graduate Center with Western Carolina University and UNC-

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Asheville, and at Greenville by North Carolina State University in cooperation with East Carolina University. Two issues have become apparent in the course of these experiences, however, and they require attention by the Board of Governors, the schools and the State Board of Education.

The State Board and the schools need to establish clear policies concerning the degree expectations and requirements they want for their professional administrators and clearer standards of what professional skills and qualifications are necessary. The University welcomes the opportunity to provide the programs referred to above, but it is clear that it is commonplace practice for schools to appoint principals and other administrators and *thereafter* to want these administrators to earn a doctorate when continuing to serve full-time in their administrative posts. Strictly speaking, these are not *continuing education* programs. The present system is also one that sometimes encourages plain "credentialism," so that persons are encouraged to pursue a degree for the degree's sake rather than to obtain professional knowledge and skills.

For its part, The University needs to look carefully at its Ed.D. programs and consider their appropriateness as degree programs for administrators. The Ed.D. as presently conceived is a graduate degree, seen as a variant of the Ph.D. The Task Force asks that consideration be given to the design of Ed.D. programs in the model of first professional degrees in other fields, such as law (J.D.) and medicine (M.D.). These new programs should consist of curriculum and supervised training activities central to the needs of today's school administrators and the requirements of effective school systems. The program should constitute three academic years of study beyond the baccalaureate degree including appropriate supervised internship experience. Admissions requirements for the programs and core course and exit requirements should be adopted by institutions in accordance with policies and guidelines set by the Board of Governors and program approval guidelines required by the State Board of Education. And, new programs should be established in sufficient numbers and in enough locations in the State to assure access to qualified students.

It is recommended, therefore:

24. That the State Board of Education establish clearly defined professional standards and qualifications, including degree requirements or equivalents, for major administrative positions in the public schools;

25. That the Board of Governors call upon the President of The University of North Carolina to conduct a study in 1987-88 for the purpose of designing a rigorous Ed.D. program as a first professional degree program for senior school administrators.

Incentive Programs to Attract and Retain Teachers

The Task Force agrees completely that a dramatic improvement in teachers' salaries is a central requirement to attract and retain good teachers in North Carolina. Professional level salaries would send a strong signal to young people and to career teachers that teaching is worth doing. Therefore, the Task Force endorses the efforts of the State Board of Education, the General Assembly, and the Public School Forum of North Carolina, Inc. to create significant increases in the salaries of teachers.

However, the Task Force is firm in its belief that any plan devised to effect improvement in this area must have three features. First, there needs to be a significant increase in the *starting salary* for beginning teachers that is more competitive with other professions. Second, the salary structure must be designed to encourage retention in the first five or six years and to reward careers in teaching at salary levels competitive with middle management and professional positions outside the teaching profession. Third, there must be a *long-term plan* to improve the entire salary structure for teachers in the state and to reward career teachers in the profession.

It is recommended, therefore:

26. That the State Board of Education continue its development of, and the General Assembly endorse and support, a long-range plan for the improvement of the salary structure for classroom teachers in North Carolina and that it include levels of professional salaries required to compete with similar positions in other professions, and *that a corresponding system of benefits and incentives be devised to assure adequate financial security while teaching as well as a sound retirement program after a successful professional career.*

STUDENT SCHOLARSHIPS

The Task Force concluded that it is equally important to address the incentives required to attract good students, to recruit and retain outstanding faculty in the public schools and universities, and to suggest ways of attracting minority students and teachers into the profession. Such incentives should constitute significant attractions, be aimed at the best students and teachers, be restricted to colleges with teacher education programs approved by the State Board of Education, and be administered by colleges and universities or by a separate agency. In this regard, the Task Force agrees that the *Proposal to Recruit Quality Teachers for Tomorrow's Schools* put forward by the Public School Forum of North Carolina, Inc. should be supported by the UNC Board of Governors, the State Board of Education, and the North Carolina General Assembly.

It is recommended, in addition:

27. That the State Board of Education establish a program of annual merit scholarships of $3,500 to be provided to outstanding rising college juniors and seniors who have been admitted to a teacher education program approved by the State Board of Education and who agree to teach in North Carolina for a specified period after completion of their college study;

28. That the State Board of Education establish (1) a program of advanced scholarships for summer school study, of up to $1,000 per year, for up to three years, and (2) a program of paid semester or annual study leaves, to career teachers seeking advanced degrees in an academic discipline or in an education specialty;

29. That the UNC Board of Governors, the State Board of Education, the independent colleges and universities, and the North Carolina General Assembly continue to support and assist the North Carolina Center for the Advancement of Teaching as an important source of continuing professional education for classroom teachers and a source of reward, renewal and retention in the profession and schools of our State.

The Task Force is convinced that teachers are more often attracted to, retained by, and effective in schools that are well managed and administered and where there are strong educational leaders. To improve conditions of work for teachers and to improve retention in the profession, it is necessary to assure that school administrators are well educated, well trained, regularly evaluated and adequately paid. In this regard, the Task Force extends the general recommendations for improving teacher salaries to include school administrators.

MINORITY STUDENTS

The Task Force noted that for the past few years there has been a decline in minority student enrollment in teacher education programs and in the number of minority teachers available in the schools. This is due in part to the general decline in enrollment in teacher education programs and the lowering of prestige and attractiveness of the teaching profession. It is due also to an increase in the attractiveness and availability of other better paying professions and occupations and the aggressive pursuit of members of minority groups by a wider range of employers. In some cases educational reforms themselves, particularly the introduction of more stringent admissions requirements on standardized tests, have produced disproportionately greater failure rates among minorities and has led to an avoidance by minorities of programs requiring such hurdles. The increasing practice of teacher testing programs may also have caused alarm and avoidance.

In any event, the Task Force acknowledges the special importance of attracting and maintaining minority teachers in North Carolina and the importance of their role in improving education in our State. It is clear that the economic attractions of the teaching profession must be improved as part of any overall strategy to attract minority teachers. However, other, longer-range steps need to be taken to remedy the disproportionate declines.

First, the teacher education programs in the predominantly black institutions, that have been historically a major source of minority teachers, must be strengthened. Successes in strengthening the teacher education programs through special redesigns at Grambling University, the University of Arkansas at Pine Bluff, and Winston-Salem State University are encouraging.

Second, efforts must be made to recruit minority students to predominantly black *and* to predominantly white institutions through a program of loans and scholarships for collegiate study in return for a specified period of teaching after graduation.

Third, and perhaps most important, the pool of competent minority high school graduates must be expanded in order to expand the pool of prospective minority teachers. This will require a strengthening of the public school curriculum, partic-

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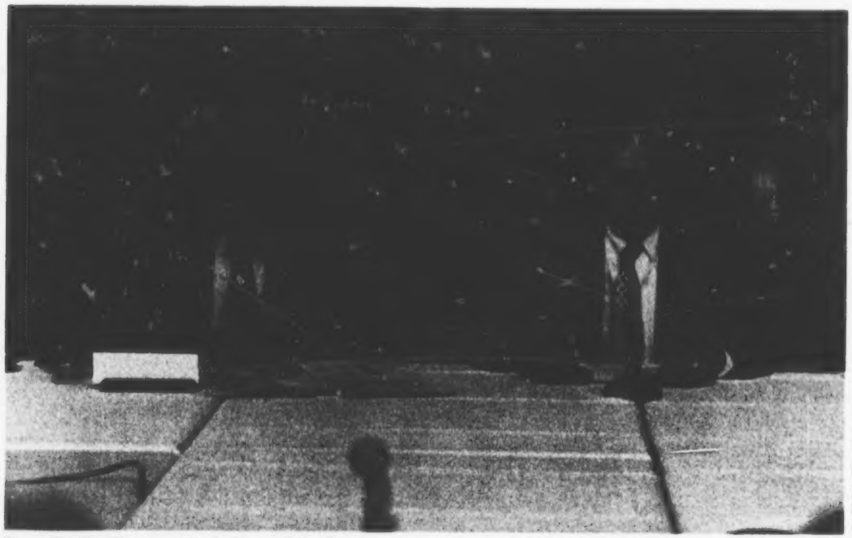

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Rev. E. B. Turner, *Task Force Member*
Samuel R. Williamson, *Provost, University of North Carolina at Chapel Hill*

ularly the college preparatory curriculum, and greater emphasis on academic studies in the high school. The revisions in the UNC freshman admissions requirements, recent revisions by the State Board of Education in its high school graduation requirements and the recently established pre-college program of the UNC Mathematics and Science Education Network to attract women and minorities into careers in science and technology are all excellent steps that can be built upon.

However, additional steps should be considered by the State Board of Education that if taken would significantly expand the pool of minority students in college preparatory programs and therefore eligible for college and professional education programs. These steps might include (1) a pre-high school (seventh or eighth grade) basic studies achievement or competency examination that would assess student readiness for serious high school work (These areas should include reading, mathematics, language arts, social studies and science.), (2) closer communication between schools and parents on student academic progress, (3) the removal of high school courses that constitute lower than high school level requirements and expectations, especially in mathematics and science, and (4) greater efforts put forth by teachers, counselors and administrators to direct minority students into courses required for a sound secondary education and for eligibility for post- secondary educational opportunities.

Therefore, it is recommended:

John Dornan
Executive Vice President, Public School Forum of North Carolina

30. That the State Board of Education, the UNC Board of Governors, the local Boards of Education, and the trustees and administrations of the constituent institutions of The University of North Carolina and the independent colleges and universities cooperate in carrying out an aggressive public information, outreach, and counseling program to advise junior high school students about opportunities in higher education and in teaching, and about the college preparatory courses of study necessary to be admitted to colleges and universities in North Carolina.

School-College Partnerships

Nearly a quarter century ago, James B. Conant, in his report *The Education of American Teachers,* recommended a strong continuing and cooperative relationship between "college and public school authorities" to assure the effective preparation of competent classroom teachers. A central theme of Governor Dan K. Moore's report, *A Child Well Taught* stressed the importance of "field experience" and the "collaborative effort" of both school and college in establishing productive teacher education programs.

The Task Force is no less impressed today than were Conant and Moore that an essential element of the professional preparation of classroom teachers is early and significant involvement in the real world of schools and children at their work of learning and development. The Task Force is committed to the notion that all teacher preparation programs, in order to be approved, should establish a strong operational relationship with the public schools, including clinical faculty arrangements, joint planning, and collaborative program development. To accomplish this, it will be necessary for all teacher education programs to include a significant, full-time clinical training experience in the public schools under qualified supervisory or mentor teachers who are members of the teacher education program faculty.

Such collaborative arrangements would provide an integrated response to several separate but related concerns of the Task Force as reflected in the goals listed below. Moreover, the partnerships would facilitate the continued progress toward realization of the full potential of the Quality Assurance Program.

The goals of the school/college partnerships should be as follows:

- enhancement of the clinical components of the pre-service preparation of teachers by assuring that field-based experiences are designed and supervised by school and college personnel appropriately trained, compensated, and recognized for their roles.
- provision of a support team and services for each beginning teacher which would utilize the resources of the college *and* the school. This support system would extend planned professional development into the period of initial certification and employment, guarantee the achievement of essential skills, and evaluate the competence of the candidate for continuing certification.
- implementation of a relevant and rigorous continuing education program incorporating the strengths of both practitioners and theoreticians in its development and delivery.
- facilitation and encouragement of research in the schools and the application of the results of research, and the avoidance of the sterility which results when the wisdom of the practitioner is divorced from the insight of the theoretician.
- provision of adequate financial support for school-college programs to assure successful development and operation of the clinical- professional activities.

To accomplish these goals, it will be necessary not only to devise incentives to develop and support school-college partnerships, but also to provide policies and mechanisms that will guide and foster these partnerships throughout the State. In addition, there must be formalized interactions and shared accountability among schools of education, arts and sciences departments, and other professional schools to assure institution-wide commitment to the preparation of teachers, strong leadership and support from institution Presidents and Chancellors, and well organized advisory committees of practitioners (teachers and administrators) to assure timely and relevant educaton and training activities.

It is recommended, therefore:

31. That an incentive program of grants and contracts be established to support the initiation and operation of consortium-based teacher education programs;

32. That an incentive program of competitive grants and contracts be established to support the development, operation, evaluation, and demonstration of new models for the identification and use of clinical faculty members who are master teachers in the public schools;

33. That selected public school systems be identified in North Carolina to join with other selected school systems and one or more colleges or universities to form Comprehensive Teacher Education Programs. Under this plan of action the universities would be required to meet State Board approval, including national accreditation, while the local schools would be subject to special standards and criteria for participation in the Comprehensive Program. Special funds would be made available to form and operate such partnerships and the teacher preparation or "clinical" faculty would consist of both full-time university and full-time public school teachers who had been identified as outstanding teachers and competent educators.

Implementation of these recommendations would foster and encourage the school-college partnerships required by the Quality Assurance Program, strengthen the existing standards for consortium-based teacher education programs, and increase the effective productivity of teacher preparation activities in the State. The provision of special funds for this purpose would assure adequate development and evaluation and provide assistance to demonstrate and establish similar programs at other campuses.

Revitalization of Teacher Education Faculty

The Task Force heard from several organizations about the need to strengthen and revitalize the faculty of Colleges of Education in order to improve teacher preparation. Testimony underscored the continued centrality of College of Education faculty to the strength and vitality of teacher preparation programs. It also reaffirmed the importance of university-based professional education programs and the importance of the involvement of only the very best, most competent, and most able faculty members in the teacher education enterprise.

The Task Force believes that a sound and vital faculty is essential to a strong Department or College of Education and to effective teacher preparation programs. And further, it affirms that colleges must be well organized, well led, and adequately supported, both financially and administratively, to be responsive to the new demands of the educational reforms of the 1980s.

The Task Force is firm in its understanding that University faculty members responsible for the preparation of teachers must themselves be competent and committed teachers. They must know and regularly renew their knowledge of what effective classroom teaching demands and how effective teaching is accomplished. The faculty of any professional School of Education must know the profession, engage regularly in the practice of the profession they seek to transmit, and be models of optimal practice.

To assure these conditions, every University must establish activities to assist in the regular revitalization and renewal of its faculty in Education and establish appropriate requirements and assurances for the recruitment and retention of experienced and effective faculty members to prepare teachers for the public schools. Revitalization efforts should include programs for the recruitment of new and energetic faculty members for Colleges and Departments of Education, the creation of opportunities for advanced study, special programs for the preparation of teacher trainers, opportunities for public service, support for individual research, identification and support of outstanding teachers in the public schools who can participate as clinical faculty members in teacher preparation programs, study leaves, and other such activities.

It is recommended, therefore:

34. That special Summer Institutes be established for current and prospective teacher educators to strengthen the knowledge and abilities necessary to participate effectively as members of a teacher education program faculty and to stay abreast of new teaching techniques and issues in education;

35. That all "methods faculty" be certified to teach in the areas for which they are preparing or supervising prospective classroom teachers and regularly work with teachers in the public schools;

36. That a program of school-based research be established that would enable school and college faculty members to collaborate on projects of mutual interest and need;

37. That an organized program of public service and technical assistance be devised that would provide systematic access by public schools to consultation and advice that is available from members of college faculties;

38. That a Distinguished Scholars Fund be established to bring outstanding visiting scholars to education faculties and that resources be provided to attract promising young education faculty members to institutions in North Carolina;

39. That each education faculty include adequate numbers of competent, experienced school teachers who make up a paid "clinical faculty" who continue to teach full- or part-time in the schools and who have a major responsibility for the methods courses, student supervision and professional practice portions of the teacher preparation program.

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6. PUTTING THE RECOMMENDATIONS INTO ACTION

In the previous section the 39 recommendations of the Task Force are set forth in response to seven general areas of needed reform in policies and procedures for preparing teachers in North Carolina.

In this section the Task Force recommends assignments of their specific recommendations to one or more agencies or organizations that the Task Force believes can best implement the recommendations. Where possible and appropriate a schedule for implementation is proposed and a very general cost estimate for implementing each recommendation is specified.

The overall period for implementing all recommendations is six years, 1987-1993. At the end of that period an evaluation of the impact of the reforms should be completed and a report made to the General Assembly.

Table 6 indicates a proposed assignment for implementation of each Task Force recommendation. Assignments are suggested for Institutions, for the State Board of Education, or for the Board of Governors. A few recommendations are assigned to two agencies for joint or collaborative actions. Specific dates by which recommendations should be implemented are given in Table 11 in association with annual cost estimates.

Estimated Cost of Implementation

A very general estimate of the cost of implementing recommendations has been developed for each recommendation over the six-year implementation schedule. These estimates are not budget requests. Rather, an attempt is made here to arrive at a workable description of resources that would be required should the recommendations be adopted and implemented.

Table 7 provides a summary cost estimate, by agency, over the six-year implementation period. Please note that the amounts given for each year describe the *total cost* for each year and do not represent new cost each year in addition to previous years' totals. Table 8 represents the cost estimate shown in Table 7 but recast by area of recommendation.

Tables 9 and 10 show the cost estimates for each year, by agency and by area, for new funds required. That is, *new funds* required for the first year (1987-88) and for each of the remaining five years, in addition to continuing funds from each previous year.

Table 11 provides a detailed description of cost estimates for each recommendation for each year of the six-year implementation period for the three different agencies.

In summary, a general estimate of cost to implement the 39 recommendations of the Task Force over the six-year period 1987-1993 is provided. The initial year cost estimate is $3,440,000 with an increase to an annual cost of $12,460,000 by the sixth year of operations. These estimates must be considered conservative, both in terms of the general approach that must be taken to implement cost estimates at this point in the planning of the Task Force and, also, in relation to the size and complexity of the cost and planning efforts associated with implementation of the Basic Education Program, a major effort closely related to the objectives of the Task Force report.

Table 6
Proposed Assignments of Recommendations for Implementation

Area	Agency		
	Institutions	State Board of Education	Board of Governors
1. Reform of Teacher Education Programs	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12	5	
2. Quality Assurance Program Improvement	14	13	13
3. Teacher Certification and Program Approval		15, 16, 17, 18, 19, 20, 21	
4. Continuing Professional Education and Coordination		22, 23, 24	22, 25
5. Incentive Programs to Attract and Retain Teachers		26, 27, 28, 29, 30	29, 30
6. School-College Partnerships		31, 32, 33	
7. Revitalization of Teacher Education Faculty	35, 36, 37, 38, 39		34

Table 7
Cost Estimate Summary by Agency

Agency	1987–88	1988–89	1989–90	1990–91	1991–92	1992–93
Institutions	$1,030,000	$1,530,000	$2,980,000	$2,950,000	$3,350,000	$3,350,000
State Board of Education	2,005,000	5,330,000	6,955,000	7,455,000	8,155,000	8,155,000
Board of Governers	405,000	955,000	955,000	955,000	955,000	955,000
Totals	$3,440,000	$7,815,000	$10,890,000	$11,360,000	$12,460,000	$12,460,000

Table 8
Cost Estimate Summary by Area

Area	1987–88	1988–89	1989–90	1990–91	1991–92	1992–93
1. Reform of Teacher Education	$580,000	$530,000	$630,000	$600,000	$450,000	$450,000
2. Quality Assurance	560,000	560,000	1,060,000	1,060,000	1,060,000	1,060,000
3. Certification Program Approval	675,000	1,350,000	2,175,000	2,175,000	2,175,000	2,175,000
4. Continuing Prof. Education/Coord.	675,000	875,000	975,000	975,000	975,000	975,000
5. Incentive Programs	200,000	1,600,000	2,300,000	2,800,000	3,500,000	3,500,000
6. School-College Partnerships	500,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
7. Revitalization of Faculty	250,000	900,000	1,750,000	1,750,000	2,300,000	2,300,000
Totals	$3,440,000	$7,815,000	$10,890,000	$11,360,000	$12,460,000	$12,460,000

Table 9
Annual Requirements for New Funds, by Agency

Agency	1987–88	1988–89	1989–90	1990–91	1991–92	1992–93
Institutions	$1,030,000	$500,000	$1,450,000	($30,000)	$400,000	0
State Board of Education	2,005,000	3,325,000	1,625,000	500,000	700,000	0
Board of Governors	405,000	550,000	0	0	0	0
Totals	$3,440,000	$4,375,000	$3,075,000	$470,000	$1,100,000	0

Table 10
Annual Requirements for New Funds, by Area

Area	1987–88	1988–89	1989–90	1990–91	1991–92	1992–93
1. Reform of Teacher Education	$580,000	($50,000)	$100,000	($30,000)	($150,000)	0
2. Quality Assurance	560,000	0	500,000	0	0	0
3. Certification Program Approval	675,000	675,000	825,000	0	0	0
4. Continuing Prof. Education/Coord.	675,000	200,000	100,000	0	0	0
5. Incentive Programs	200,000	1,400,000	700,000	500,000	700,000	0
6. School-College Partnerships	500,000	1,500,000	0	0	0	0
7. Revitalization of Faculty	250,000	650,000	850,000	0	550,000	0
Totals	$3,440,000	$4,375,000	$3,075,000	$470,000	$1,100,000	0

Table 11
Proposed Implementing Agencies, Dates, and Costs for Task Force Recommendations

		Estimated Costs					
Recommendations	Schedule	1987–88	1988–89	1889–90	1990–91	1991–92	1992–93
To Be Implemented by Institutions							
I. Reform of Teacher Education Programs							
1. That all undergraduate teacher education students in early childhood education, elementary education, middle grades education, special education, and all other education degree programs also complete a second major in one of the basic academic disciplines or an interdisciplinary major.	1990	—	—	—	—	—	—
2. That all undergraduate students preparing for teaching in the secondary schools (grades 9–12) complete a major in one or more of the basic academic disciplines as well as the necessary professional training. The professional training could be accomplished in specially designed fifth-year programs, M.A.T. programs, other variations of current professional secondary teacher preparation programs, or undergraduate minors.	1990	—	—	—	—	—	—
3. That all specially designed undergraduate courses in the basic fields of study offered only for education majors be eliminated.	1988	—	—	—	—	—	—
4. That formal admission to undergraduate teacher education programs be granted only after at least four semesters or two academic years of full-time study or completion of the required general studies program.	1988	—	—	—	—	—	—
6. That a minimum overall grade point average in general studies courses of 2.50 on a 4.00 point scale, by the end of the fourth full semester of study, be established as a requirement for admission to teacher education programs. This should be required beginning with entering freshmen in the fall of 1988.	1990	—	—	—	—	—	—
7. That procedures be developed which assess aptitude for teaching to assist admissions, counseling personnel, and faculty in the selection and advisement of prospective teacher education students.	1989	—	50,000	—	—	—	—
8. That there be a strengthening of the professional knowledge core curriculum in the undergraduate education major. The professional core should include but not be limited to: ** history, philosophy, sociology of education ** learning theory and child development ** computer and technology applications ** diagnostic teaching and testing ** classroom research methods and research utilization ** parent counseling and classroom behavior management ** cultural diversity ** special educational needs of exceptional children	1991	30,000	30,000	30,000	—	—	—
9. That greater use be made of the summer periods after the sophomore, junior and senior years of college when many teacher education students can undertake paid supervised teaching activities in selected public school summer programs offered by local school systems under the Basic Education Program.	1991	—	150,000	150,000	150,000	—	—
10. That a strong supervised teaching experience take place in the first year or two of full-time professional teaching in the schools in addition to that required in the current teacher education programs.	1991	—	—	200,000	200,000	200,000	200,000
11. That emphasis be placed, in the professional training of prospective teachers and in their continuing professional education, on techniques and methods for motivating students to learn and to achieve.	1989	—	50,000	—	—	—	—
12. That there be cooperative development of one- and two-year clinical teaching programs in the public schools, such programs to be limited to colleges *and* school systems with adequate resources and commitments for conducting effective teacher education programs.	1989	250,000	250,000	250,000	250,000	250,000	250,000
II. Quality Assurance Program Improvement							
14. That the capacity of colleges and universities to implement the Quality Assurance Program be strengthened by the provision of new resources to provide additional administrative personnel and support resources required to meet new standards for certification and reporting requirements. Such action would help assure more effective administrative operations in Schools and Departments of Education resulting in more effective use of instructional faculty.	1991	500,000	500,000	1,000,000	1,000,000	1,000,000	1,000,000
VII. Revitalization of Teacher Education Faculty							
35. That all "methods faculty" be certified to teach in the areas for which they are preparing or supervising prospective classroom teachers and regularly work with teachers in the public schools.	1989	—	—	—	—	—	—
36. That a program of school-based research be established that would enable school and college faculty members to collaborate on projects of mutual interest and need.	1991	—	50,000	100,000	100,000	200,000	200,000
37. That an organized program of public service and technical assistance be devised that would provide systematic access by public schools to consultation and advice that is available from members of college faculties.	1991	—	—	200,000	200,000	200,000	200,000
38. That a Distinguished Scholars Fund be established to bring outstanding visiting scholars to education faculties and that resources be provided to attract promising young education faculty members to institutions in North Carolina.	1989	250,000 —	250,000 —	350,000 400,000	350,000 400,000	500,000 600,000	500,000 600,000
39. That each education faculty include adequate numbers of competent, experienced school teachers who make up a paid "clinical faculty" who continue to teach full- or part-time in the schools and who have a major responsibility for the methods courses, student supervision and professional practice portions of the teacher preparation program.	1989	—	200,000	300,000	300,000	400,000	400,000

Recommendations	Schedule	Estimated Costs 1987–88	1988–89	1889–90	1990–91	1991–92	1992–93
To Be Implemented by the State Board of Education							
I. Reform of Teacher Education Programs							
5. That the score requirements on Core Batteries I and II of the National Teacher Examination be raised from the current level to at least the 35th percentile, based on a validation of the tests (I and II) in North Carolina. This increase should be phased in over a three-year period.	1988	300,000	—	—	—	—	—
II. Quality Assurance Program Improvement							
13. That the State Board of Education and the UNC Board of Governors establish a joint council or commission to oversee the further refinement and implementation of QAP, and to assure collaborative planning and evaluation activities among institutions of higher education, the public schools, state agencies, the business community and other relevant agencies and organizations.	1987	30,000	30,000	30,000	30,000	30,000	30,000
III. Teacher Certification and Program Approval							
15. That the State Board of Education appoint a *Professional Practices Commission* under its direct authority, which will assume responsibilities for certification of teachers and administrators. Membership on the Commission should include teachers, school administrators, college and university faculty and such other professional members as might best serve the objectives of the body. The Commission should include a minimum of 14 members of whom at least 50 percent must be elementary and secondary teachers.	1987	150,000	300,000	350,000	350,000	350,000	350,000
16. That the Professional Practices Commission set standards and guidelines for certification to be administered only through institution-based teacher education programs approved by the State Board of Education, including procedures for testing candidates for initial certification.	1988	50,000	50,000	—	—	—	—
17. That all initial certification be recommended by certification officers of approved programs and that no irregular initial or continuing certification be authorized by other than such certification officers, either at the state or the local education agency level.	1988	—	—	—	—	—	—
18. That steps be taken to improve the program for administering the teacher certification examination (NTE) in North Carolina as follows: a. Establish examination centers for administration of Core Battery III and Subject Area Specialty Examinations of the NTE only at institutions with approved teacher education programs; b. Establish examination centers for administration of Core Batteries I and II of the NTE only at institutions with approved teacher education programs and at two-year institutions with college transfer programs; c. Restrict examinees to those with written permission to sit for any portion of the examinations from the Dean or Director of an approved teacher education program or from the Academic Dean of a two-year institution with a college transfer program; d. Establish a verification process whereby approved teacher education programs will be assured that reports of test scores are timely and accurate and that score results are assigned appropriately to institutions.	1988	25,000	25,000	—	—	—	—
19. That the State Board of Education continue to have the authority for institutional program approval. This approval should be based on information submitted from national accreditation reviews by the National Council on Accreditation of Teacher Education (NCATE), the performance of teacher education program graduates on certification examinations, the results of teacher performance evaluations of graduates of approved programs, and such other measures and sources of information as the State Board of Education deems useful and valid. It is further recommended that the State Board require (1) that all approved programs achieve national accreditation by 1990 under the recently revised and strengthened standards of NCATE and (2) that, once established, approved teacher certification programs be expected to maintain a pass rate of 70 percent on the examination required for initial teacher certification. Programs unable to meet this level of productivity should show cause why they should not be discontinued. Under this process, the fee for national accreditation should be borne by the State Board of Education. Although accreditation procedures for state-level program approval as provided in *Standards for the Approval of Teacher Education Institutions and Programs in North Carolina* would no longer be used, the State Board of Education should assure that the new procedures are appropriately administered and respond to the needs of the public schools of North Carolina;	1990	—	175,000	175,000	175,000	175,000	175,000
20. That the State Board of Education set specific standards to improve the capacity of public school systems to participate in teacher education programs and require local school systems to meet these standards in order to participate in the professional preparation of teachers. Funds should be provided to the State Board of Education for allocation to qualifying school systems to enable them to participate as full and effective partners with approved programs at institutions of higher education.	1989	250,000	600,000	1,250,000	1,250,000	1,250,000	1,250,000
21. That the State Board of Education complete the development and financing of a statewide teacher performance evaluation system and use the results of periodic evaluations of teachers, especially during their early years of teaching, to make evaluative inferences about the effectiveness of the teacher education programs from which they were graduated and to provide feedback to institutions for purposes of constructive reform and improvement of the programs evaluated.	1991	200,000	200,000	400,000	400,000	400,000	400,000
IV. Continuing Professional Education and Coordination							
22. That the Board of Governors and the State Board of Education jointly develop activities to accomplish the following:	1989						
a. Working through approved teacher education programs, develop an organized and supportive program for persons seeking to enter the teaching profession through "lateral entry" procedures.		150,000	150,000	250,000	250,000	250,000	250,000

Recommendations	Schedule	Estimated Costs 1987–88	 1988–89	 1889–90	 1990–91	 1991–92	 1992–93
b. Form a consortium of existing agencies to provide an effective continuing education program for teachers on methods of stimulating and developing critical thinking skills in students.		250,000	250,000	250,000	250,000	250,000	250,000
c. Provide continuing education programs for classroom teachers in how to work more effectively with principals and educational leadership and how to participate effectively in the management, evaluation and governance of the schools.		—	50,000	50,000	50,000	50,000	50,000
d. Coordinate the work of recently developed programs, including the Mathematics and Science Education Network, the Rural Educaiton Programs, the North Carolina Center for the Advancement of Teaching, the Principals' Executive Program, and others, which are designed to strengthen teacher effectiveness through continuing professional education.		—	—	—	—	—	—
23. That funds be provided to the State Board of Education to support these and other continuing education programs for classroom teachers and school administrators.	1987	—	—	—	—	—	—
24. That the State Board of Education establish clearly defined professional standards and qualifications, including degree requirements or equivalents, for major administrative positions in the public schools.	1987	—	—	—	—	—	—
V. Incentive Programs to Attract and Retain Teachers							
26. That the State Board of Education continue its development of, and the General Assembly endorse and support, a long-range plan for the improvement of the salary structure for classroom teachers in North Carolina and that it include levels of professional salaries required to compete with similar positions in other professions, *and* that a corresponding system of benefits and incentives be devised to assure adequate financial security while teaching as well as a sound retirement program after a successful professional career.	1987	—	—	—	—	—	—
27. That the State Board of Education establish a program of annual merit scholarships of $3,500 to be provided to outstanding rising college juniors and seniors who have been admitted to a teacher education program approved by the State Board of Education and who agree to teach in North Carolina for a specified period after completion of their college study.	1989	—	500,000	500,000	1,000,000	1,000,000	1,000,000
28. That the State Board of Education establish							
(1) a program of advanced scholarships for summer school study, of up to $1,000 per year, for up to three years, and	1989	—	500,000	1,000,000	1,000,000	1,500,000	1,500,000
(2) a program of paid semester or annual study leaves, to career teachers seeking advanced degrees in an academic discipline or in an education specialty.	•	—	400,000	600,000	600,000	800,000	800,000
29. That the UNC Board of Governors, the State Board of Education, the independent colleges and universities, and the North Carolina General Assembly continue to support and assist the North Carolina Center for the Advancement of Teaching as an important source of continuing professional education for classroom teachers and a source of reward, renewal and retention in the profession and schools of our State.	1987	—	—	—	—	—	—
30. That the State Board of Education, the UNC Board of Governors, the local Boards of Education, and the trustees and administrations of the constituent institutions of The University of North Carolina and the independent colleges and universities cooperate in carrying out an aggressive public information, outreach, and counseling program to advise junior high school students about opportunities in higher education and in teaching, and about the college preparatory courses of study necessary to be admitted to colleges and universities in North Carolina.	1987	100,000	100,000	100,000	100,000	100,000	100,000
VI. School-College Partnerships							
31. That an incentive program of grants and contracts be established to support the initiation and operation of consortium-based teacher education programs.	1987	250,000	500,000	500,000	500,000	500,000	500,000
32. That an incentive program of competitive grants and contracts be established to support the development, operation, evaluation, and demonstration of new models for the identification and use of clinical faculty members who are master teachers in the public schools.	1989	250,000	250,000	250,000	250,000	250,000	250,000
33. That selected public school systems be identified in North Carolina to join with other selected school systems and one or more colleges or universities to form Comprehensive Teacher Education Programs. Under this plan of action, the universities would be required to meet State Board approval, including national accreditation, while the local schools would be subject to special standards and criteria for participation in the Comprehensive Program. Special funds would be made available to form and operate such partnerships and the teacher preparation or "clinical" faculty would consist of both full-time university and full-time public school teachers who had been identified as outstanding teachers and competent educators.	1989	—	1,250,000	1,250,000	1,250,000	1,250,000	1,250,000
To Be Implemented by the Board of Governors							
II. Quality Assurance Program Improvement							
13. That the State Board of Education and the UNC Board of Governors establish a joint council or commission to oversee the further refinement and implementation of QAP, and to assure collaborative planning and evaluation activities among institutions of higher education, the public schools, state agencies, the business community and other relevant agencies and organizations.	1987	30,000	30,000	30,000	30,000	30,000	30,000
IV. Continuing Professional Education and Coordination							
22. That the Board of Governors and the State Board of Education jointly develop activities to accomplish the following:	1989						
a. Working through approved teacher education programs, develop an organized and supportive program for persons seeking to enter the teaching profession through "lateral entry" procedures.		—	—	—	—	—	—

Recommendations	Schedule	Estimated Costs 1987–88	1988–89	1889–90	1990–91	1991–92	1992–93
b. Form a consortium of existing agencies to provide an effective continuing education program for teachers on methods of stimulating and developing critical thinking skills in students.		—	—	—	—	—	—
c. Provide continuing education programs for classroom teachers in how to work more effectively with principals and educational leadership and how to participate effectively in the management, evaluation and governance of the schools.		—	—	—	—	—	—
d. Coordinate the work of recently developed programs, including the Mathematics and Science Education Network, the Rural Education Programs, the North Carolina Center for the Advancement of Teaching, the Principals' Executive Program, and others, which are designed to strengthen teacher effectiveness through continuing professional education.		125,000	125,000	125,000	125,000	125,000	125,000
25. That the Board of Governors call upon the President of The University of North Carolina to conduct a study in 1987–88 for the purpose of designing a rigorous Ed.D. program as a first professional degree program for senior school administrators.	1988	150,000	300,000	300,000	300,000	300,000	300,000
V. Incentive Programs to Attract and Retain Teachers							
29. That the UNC Board of Governors, the State Board of Education, the independent colleges and universities, and the North Carolina General Assembly continue to support and assist the North Carolina Center for the Advancement of Teaching as an important source of continuing professional education for classroom teachers and a source of reward, renewal and retention in the profession and schools of our State.	1987	—	—	—	—	—	—
30. That the State Board of Education, the UNC Board of Governors, the local Boards of Education, and the trustees and administrations of the constituent institutions of The University of North Carolina and the independent colleges and universities cooperate in carrying out an aggressive public information, outreach, and counseling program to advise junior high school students about opportunities in higher education and in teaching, and about the college preparatory courses of study necessary to be admitted to colleges and universities in North Carolina.	1987	100,000	100,000	100,000	100,000	100,000	100,000
VII. Revitalization of Teacher Education Faculty							
34. That special Summer Institutes be established for current and prospective teacher educators to strengthen the knowledge and abilities necessary to participate effectively as members of a teacher education program faculty and to stay abreast of new teaching techniques and issues in education.	1988	—	400,000	400,000	400,000	400,000	400,000

7. NORTH CAROLINA'S FUTURE

The future of North Carolina is heavily dependent upon the quality of the educational opportunities available to all its citizens. We have long recognized the important link between education and the economic, social and cultural development of our state. The recommendations contained in this report and the long-range plan for implementation of these actions is directed toward further strengthening of teaching and education in our schools and, thus, toward a brighter and more productive future for ourselves and for all of our children.

Donald J. Stedman
Task Force Staff Director

B. Irvin Boyle

Rev. E.B. Turner

Charles Z. Flack, Jr.

J. Earl Danieley

UNC Board of Governors' Members of the Task Force

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APPENDIXES

Teacher Preparation Program Study

APPENDIX 1

1985 General Session
Senate Bill 1
Chapter 479
Section 72

It is essential to maintain the highest quality teacher education programs in order to enhance the competence of professional school personnel certified in North Carolina. Colleges of education have the responsibility to lead the State toward effective reform in teacher education; therefore, the Board of Governors of The University of North Carolina is directed to study:

(1) Ways to upgrade teacher preparation programs to make the course of study more rigorous and more effective;
(2) Standards for institution-based innovative and experimental programs;
(3) Standards for implementing consortium based teacher education;
(4) Standards for improved efficiencies in the administration of teacher education programs; and
(5) Areas of potential teacher shortage and oversupply in the next 10 years.

The Board of Governors of The University of North Carolina shall form a task force by August 1, 1985* comprised of representatives of the State Board of Education, the Board of Governors, the deans of the schools of education, the chancellors of the universities, private colleges, local school administrations, and public school teachers.

The President of the Senate and the Speaker of the House of Representatives shall each appoint one representative from the Appropriations or Education Committees to the task force by August 1, 1985.

The Board of Governors shall make a status report on its findings to the Joint Legislative Commission on Governmental Operations and to the Fiscal Research Division by May 1, 1986 and a final report to the 1987 Session of the General Assembly by January 15, 1987.

The recommendations in the final report shall include a proposed plan for phasing in the implementation of the program over three fiscal bienniums.

This study shall be conducted within funds available to the Board of Governors.

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* Amended to October 1, 1985 by Section 153 of Chapter 757 in Senate Bill 182, 1985 General Session.

APPENDIX 2

Individuals Submitting Statements to the Task Force

October 3, 1985
Mr. William C. Friday, President, The University of North Carolina

October 28-29, 1985, Charlotte
Dr. Brock Murray, Assistant Director, Division of Certification, State Department of Public Instruction
Dr. Delores Wolfe, Assistant Professor, College of Education and Allied Professions, UNC-Charlotte
Dr. David Reilly, Dean, School of Education, UNC-Greensboro
Mr. Ed Hurley, Research Specialist, National Education Association
Dr. Willis Hawley, Dean, George Peabody College for Teachers, Vanderbilt University, Nashville, Tennessee
Dr. Barbara Parramore, Professor, School of Education, North Carolina State University, Raleigh
Dr. Roger Schurrer, Director, Division of Program Approval and Accreditation, State Department of Public Instruction
Dr. Robert C. Hanes, Deputy Superintendent, Charlotte/Mecklenburg Schools
Dr. Harold W. Heller, Dean, College of Education and Allied Professions, UNC-Charlotte

November 18, 1985, Chapel Hill
Dr. Sarah Leak, Director, Metrolina Education Consortium, Charlotte/Mecklenburg Schools
Dr. Marcia Epstein, Director, Support Services, Winston-Salem/Forsyth Schools
Dr. Gary Barnes, Associate Vice President for Planning, UNC General Administration
Ms. Juanita Floyd, Director, Division of Personnel, State Department of Public Instruction
Ms. Toni Patterson, Executive Director, Personnel Section, Wake County Schools
Ms. Ann Edwards, Career Development Coordinator, Alexander County Schools

December 5, 1985, Winston-Salem
Dr. Bill Brown, Special Assistant for Research, State Department of Public Instruction
Dr. Howard Maniloff, Special Assistant to the State Superintendent, State Department of Public Instruction
Dr. Marvin Wyne, Professor, School of Education, UNC-Chapel Hill
Ms. Geneva B. Brown, Principal, Moore Alternative School, Winston-Salem/Forsyth County Schools

January 23, 1986, Greenville
Dr. A. Craig Phillips, State Superintendent, State Department of Public Instruction
Mr. John Dornan, Executive Director, North Carolina Association of Educators
Dr. Delores Wolfe, Assistant Professor, School of Education and Allied Professions, UNC-Charlotte
Dr. Barbara D. Day, Professor, School of Education, UNC-Chapel Hill
Dr. Charles Coble, Dean, School of Education, East Carolina University
Mr. Ralph Kimel, Executive Director, North Carolina Principals/Assistant Principals Association

February 3, 1986, Standards Committee, Wilmington

Dr. Gloria Chernay, Deputy Executive Director, National Council on the Accreditation of Teacher Education

February 18, 1986, Programs Committee, Winston-Salem

Dr. Vinetta Jones, Coordinator, UNC Math-Science Education Network

Dr. Lee Grier, Director of Staff Development, State Department of Public Instruction

Dr. Melvin Gadson, Director, Division of Education, Winston-Salem State University

March 6, 1986, Standards Committee, Wilson

Dr. Carl Dolce, Chairman, North Carolina Association of Colleges for Teacher Education

Dr. Sharon Robinson, Director of Instruction and Professional Development, National Education Association

Mr. J. Arthur Taylor, Director, Division of Certification, State Department of Public Instruction

Ms. Jeane Joyner, President, North Carolina Council of Teachers of Mathematics

March 13, 1986, Programs Committee, Chapel Hill

Dr. John Palmer, Member, Holmes Group Consortium, Dean, School of Education, University of Wisconsin, Madison

Dr. Delores Wolfe, Chair, Executive Committee, North Carolina Association of Colleges with Teacher Education

Dr. William Katzenmeyer, Dean, College of Education, University of South Florida

April 17, 1986, Elon College

Dr. Kenneth Jenkins, Chair, Council of Educational Associations

Mr. Raymond L. Sarbaugh, Executive Director, North Carolina Association of School Administrators

Dr. Dorothy Russell, President, North Carolina Association of Colleges for Teacher Education

Dr. Michael Latta, Executive Director, State Advisory Council on Vocational Education

Dr. Samuel Williamson, Provost, UNC-Chapel Hill

Dr. William I. Burke, Associate Dean, School of Education, UNC-Chapel Hill

Ms. Peggy Ball, Chairperson, Cooperative Planning Consortium of Special Education Programs

Dr. Lois Green, Vice Chairperson, Cooperative Planning Consortium of Special Education Programs

Ms. Judith Fuller, Student, Winston-Salem State University

Mr. James L. Green, II, Student, Elon College

Ms. Lesia Jennings, Student, UNC-Greensboro

Ms. Susan Scaer, Student, Lenoir Rhyne College

Ms. Beverly Simmons, Student, Fayetteville State University

Ms. Audrey Owens Gore, Teacher, Lucy Ragsdale High School, Guilford County Schools

Ms. Barbara Sills, Teacher, Alexander Graham Junior High School, Charlotte/Mecklenburg Schools

Ms. Janice Warren, Teacher, Guilford Primary School, Guilford County Schools

June 26, 1986, UNC-Greensboro

Dr. J. Pat Knight, member, Board of Directors, North Carolina League of Middle Level Schools

APPENDIX 2
(continued)

Ms. Pat Lillie, North Carolina Coalition for Children with Special Needs

Dr. William Blanton, College of Education, Appalachian State University

Mrs. Edith Warren, Legislative Committee, North Carolina Council, International Reading Association

Dr. Roy Forbes, Consortium for the Development of Thinking for Learning

Dr. Donald R. Brannon, Division of Vocational Education, State Department of Public Instruction

Dr. Jane S. Hall, North Carolina Council of Vocational Teacher Educators

Dr. Robert Pyle, Department of Industrial Education, North Carolina A & T State University

Dr. James McGlinn, Assistant Professor of Education, UNC-Asheville

Dr. David Reilly, Dean, School of Education, UNC-Greensboro

Dr. Jay M. Robinson, President, Public School Forum of North Carolina, Inc.

Dr. John Dornan, Executive Vice President, Public School Forum of North Carolina, Inc.

Dr. Suzanne R. Horner, Marlowe Hill Educational Services

Dr. Timothy Cherry, Higher Education Division, North Carolina Art Education Association

Dr. Albert Walker, Dean, School of Education, North Carolina A & T State University

Dr. Tom Chambliss, Assistant Dean and Director of Student Teaching and Field Services, School of Education, East Carolina University

Dr. Gail Huffman, Chairperson, Department of Curriculum and Instruction, College of Education and Allied Professions, UNC-Charlotte

Dr. Howard Maniloff, Special Assistant to the State Superintendent, Policy Development, State Department of Public Instruction

Mr. Dan Bowers, Principal, Ligon Middle School, Wake County

Mr. Vann Langston, Principal, Millbrook High School, Wake County

Ms. Betty Riddle, Principal, Alexander Graham Junior High School, Mecklenburg County

Ms. Mildred Wright, Principal, Irwin Avenue Open Elementary School, Mecklenburg County

Special Panel Presentations

The Task Force discussed special issues with four separate panels.

Teacher Education Student Panel, Elon College, April 17, 1986

Ms. Mary E. Wakeford, UNC General Administration, Panel Moderator
Ms. Judith Fuller, Winston-Salem State University
Mr. James L. Green, II, Elon College
Ms. Lesia Jennings, UNC-Greensboro
Ms. Susan Scaer, Lenoir Rhyne College
Ms. Beverly Simmons, Fayetteville State University

Teachers Who Were Trained in North Carolina, Elon College, April 17, 1986

Dr. Sarah Leak, Charlotte-Mecklenburg Schools, Panel Moderator
Ms. Audrey O. Gore, Lucy Ragsdale High School, Guilford County Schools
Ms. Barbara Sills, Alexander Graham Junior High School, Charlotte-Mecklenburg Schools
Ms. Janice Warren, Guilford Primary School, Guilford County Schools

Teacher Education Program Directors, UNC-Greensboro, June 26, 1986

Dr. Albert Walker, Dean, School of Education, North Carolina A & T State University, Panel Moderator
Dr. Tom Chambliss, Assistant Dean and Director of Student Teaching and Field Services, School of Education, East Carolina University
Dr. Gail Huffman, Chairperson, Department of Curriculum and Instruction, College of Education and Allied Professions, UNC-Charlotte
Dr. Mary Johnson, Chair, Education Department, Meredith College
Dr. J. Pat Knight, Assistant Dean, College of Education, Appalachian State University

School Principals, UNC-Greensboro, June 26, 1986

Dr. Howard Maniloff, Special Assistant to the State Superintendent, State Department of Public Instruction, Panel Moderator
Mr. Dan Bowers, Principal, Ligon Middle School, Wake County
Mr. Vann Langston, Principal, Millbrook High School, Wake County
Ms. Betty Riddle, Principal, Alexander Graham Junior High School, Mecklenburg County
Ms. Mildred Wright, Principal, Irwin Avenue Open Elementary School, Mecklenburg County

APPENDIX 4

Speakers at the Chancellor's Invitational Conference on Education

May 21-23, 1986

The University of North Carolina at Chapel Hill

Dr. Christopher C. Fordham III, University of North Carolina at Chapel Hill
Dr. Ernest L. Boyer, Carnegie Foundation for the Advancement of Teaching
Dr. Denis P. Doyle, Hudson Institute
Dr. David C. Berliner, University of Arizona
Ms. Marilyn Rauth, American Federation of Teachers
Dr. E. D. Hirsch, University of Virginia, Charlottesville
Dr. William C. Friday, The University of North Carolina
Dr. Thomas L. Good, University of Missouri
Dr. Barbara D. Day, University of North Carolina at Chapel Hill
Dr. Joseph C. Lowman, University of North Carolina at Chapel Hill
Mr. David Thaden, Guy B. Phillips Junior High School, Chapel Hill
Dr. Mortimer J. Adler, Institute of Philosophical Research
Dr. David H. Smith, Indiana University
Dr. Warren Nord, University of North Carolina at Chapel Hill
Dr. Richard Lloyd-Jones, University of Iowa
Dr. Peter J. Hilton, SUNY-Binghamton
Dr. Harold J. Morowitz, Yale University
Dr. Samuel R. Williamson, University of North Carolina at Chapel Hill
Ms. Mary Ann Weathers, Shelby City Schools
Mr. Burton Stuart, Chapel Hill High School
Mr. Pat Rhodes, Lowes Grove Junior High School, Durham
Mr. Albert Shanker, American Federation of Teachers
Dr. Irving E. Sigel, Educational Testing Service
Dr. Richard H. Coop, University of North Carolina at Chapel Hill
Dr. James J. Gallagher, University of North Carolina at Chapel Hill
Mr. Terry Greenlund, Ephesus Road Elementary School, Chapel Hill
Dr. Carolyn M. Evertson, Vanderbilt University
Dr. Marvin Wyne, University of North Carolina at Chapel Hill
Ms. M. Jayne Fleener, Durham Academy Upper School
Dr. Sarah Leak, Charlotte-Mecklenburg Schools
Mr. Charles Gaddy, WRAL-TV, Raleigh (CBS)
Ms. Gladys Graves, North Carolina Association of Educators, Inc.
Mr. Marvin Koenig, Chapel Hill High School